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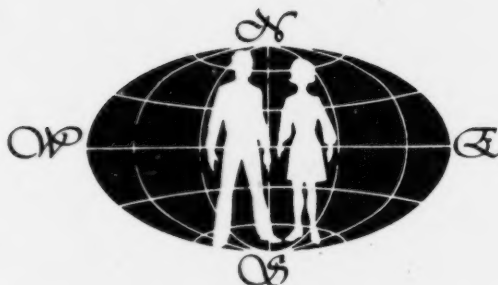
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ABSTRACT

Summarized are the outcomes of a needs assessment of the Career Education Pilot Project for grades K-14 conducted in the Orange County (California) Consortium. Interviews and questionnaires were used to obtain data from teachers, students, and parents on the target area as well as from 150 service agencies in the communities. Findings include: (1) Elementary teachers appear to be doing a more complete job of teaching work attitudes than are secondary teachers, (2) Teaching attitudes toward leisure time appear to be weaker at the secondary level, (3) Elementary teachers appear to be doing less than other teachers in encouraging questions on career information in class, (4) A large percentage of teachers at all grade levels and in all subject areas have not given students opportunities to solve problems and make decisions about career choices, (5) Less career awareness has been taught at the secondary level, (6) Economic awareness is taught more consistently at the elementary level, (7) The teaching of the educational and training requirements for occupations has not been adequately taught, (8) Other than the traditionally vocational subjects, there is little evidence of a written curriculum, and (9) Less than 6 percent of the elementary teachers and 21 percent of the secondary teachers have been involved in curriculum review. (Author/SN)

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Needs Assessment



CAREER EDUCATION PILOT PROJECT K-14 ORANGE COUNTY CONSORTIUM

Orange Unified School District
Santa Ana Unified School District
Rancho Santiago Community College

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NEEDS ASSESSMENT

Career Education Pilot Project K-14
Orange County Consortium

INTRODUCTION

The first task in the needs assessment phase of the project involved planning sessions last summer with members of the Project Design Team. The instruments developed at that time were further refined before being used this fall.

In September, personnel were selected to carry out the assessment procedure from the Orange Unified, Santa Ana Unified, and Rancho-Santiago District staffs. Staff members who were to be involved were present in September for an orientation-planning workshop conducted by Mr. Fred Carvell of Tadlock Associates, Inc. At this time, instruments were further refined and final instruction given to those who would be doing the actual interviewing of teachers in target schools. Materials were first field tested in the Orange Unified District in order to determine problem areas before Santa Ana Unified and the Rancho-Santiago Community College began the assessment procedures. No operational problems were found to be present in initial interviews and full-scale work began immediately. Principals in the target schools in the participating districts were contacted and notified of the procedure and intent of the survey.

A reaction sheet was designed for use by the interviewer in order to obtain an overall subjective assessment of the groups in regard to:

- (1) their initial attitude toward career education
- (2) problems exposed
- (3) a willingness or non-willingness to modify the curriculum

Only those who had one or more years of experience in the district were interviewed. The purpose of the survey was:

- (1) to determine the extent to which career education is now being taught in order that future curriculum planning could be organized
- (2) to determine the attitudes of teachers and departments toward career education
- (3) to determine the five career clusters to be developed in the first phase, four in which considerable activity was found and one which showed little activity at present.

The community attitudinal survey was handled differently. A direct-mail technique was used. The parent survey instrument was produced both in Spanish and English for Santa Ana in order to give an opportunity to the Mexican-American community to respond. One section of the survey was designed to ascertain attitudes of a random sampling of parents, employers, and recent graduates in the Orange and Santa Ana communities. A second instrument was used for a survey of 150 community service agencies to determine various resources available to the project.

Two different instruments were used in surveying attitudes of students. The instrument for intermediate school, high school, and community college students was developed by a committee of teachers and counselors. The elementary instrument was developed by representative teachers from Orange and Santa Ana, using Dr. Darryl Laramore's Occupational Information Survey as a guide.* These instruments were given to students in a random sampling covering all grade levels and subject areas at the secondary level.

*California Personnel & Guidance Association, Monograph #5: Career Development: A California Model for Career Guidance Curriculum K-Adult, page 93.

A breakdown of compilation methods is given for each form used in the Needs Assessment.

(1) Teacher Questionnaire - Form 1

A percentage of those teachers answering "rarely or never" was computed for each major department. Elementary teachers were broken into two groups, K-3 and 4-6, following the "rarely or never" format.

The frequency of occupations taught in classes at all levels was tabulated in order to determine cluster areas which were comparatively strong and weak.

A percentage of the "yes" response was tabulated on the questionnaire where it applied.

(2) Resources Inventory - Teacher, Form 2

Again, "rarely and never" categories were used to determine process and methodology used by teachers in participating districts. Subject areas were categorized as in Form 1.

(3) Teacher Questionnaire - Form 3

Teachers indicated through their response the amount of training received in the past three years as compared to additional training desired in relation to aspects of Career Education. Responses were tabulated in percentage amounts.

Other questions on this form were tabulated by percentage "yes" or percentage of time spent on Career Education activities.

(4) Counselors were interviewed separately from teachers but tabulation follows procedure as in Form 3.

(5) Community Attitudinal

Responses were categorized in four main areas and the percentage "agree/strongly agree" was used as a guideline for reporting.

These main areas are:

- A. Program opportunities
- B. Commitment to career education
- C. Guidance support
- D. Business opportunities

(6) Community Resources

This survey was used to determine resources available in the communities, Orange and Santa Ana.

(7) Student Inventory

A percentage breakdown was computed on each question to determine students' attitudes and needs for curriculum development and planning.

Although these instruments are subject to various interpretations, they give necessary and valuable direction and information to the Consortium for the purpose of curriculum development, community involvement, and baseline data for future reference.

TEACHER QUESTIONNAIRE - FORM 1

Number of Teachers Surveyed (449)

Orange - 189
Santa Ana - 211
Rancho-Santiago Community College - 49

TEACHER QUESTIONNAIRE - FORM 2

Number of Teachers Surveyed (449)

Orange - 189
Santa Ana - 211
Rancho-Santiago Community College - 49

TEACHER QUESTIONNAIRE - FORM 3

Number of Teachers Surveyed (449)

Orange - 189
Santa Ana - 211
Rancho-Santiago Community College - 49

COUNSELOR QUESTIONNAIRE

Number of Counselors Surveyed (17)

Orange - 5
Santa Ana - 6
Rancho-Santiago Community College - 6

COMMUNITY ATTITUDINAL

	<u>Sent</u>	<u>Returned Response</u>
<u>Orange</u>		
Graduates	100	34
Employers	250	67
Parents	250	82
<u>Santa Ana</u>		
Graduates	100	33
Employers	250	84
Parents	250	59

COMMUNITY RESOURCES

Number of Community Organizations Surveyed (150)

	<u>Sent</u>	<u>Returned</u> <u>Response</u>
Orange	75	25
Santa Ana	75	28

STUDENT INVENTORY

Elementary (Grades 4-6)

Orange - 121
Santa Ana - 114

Total 235 Students

Middle School (Grades 7-8)

Orange - 102
Santa Ana - 187

Total 289 Students

High School (Grades 9-12; Total 372)

Grades 9-10

Orange - 115
Santa Ana - 68

Total 183 Students

Grades 11-12

Orange - 103
Santa Ana - 86

189 Students

Community College (Grades 13-14)

93 Students

FORM 1
TABLE OF RESPONSES
FOR
QUESTIONS 1-9, 11&12

CURRICULUM INVENTORY: Form 1

School: _____ District: _____

Grade level: _____ Department/Subject area(s): _____

Date: _____ Number of years teaching in District: _____

Instructions: Complete each question by checking the most appropriate response as it relates to the content of the classes you taught last year (use the last academic year as the basis for your answers).

In my classes:	As a planned part of the Curriculum	Occasionally but not as a regular part of instruction	Rarely	Never
1. Attitudes toward work were taught				
2. Attitudes toward leisure were taught				
3. Student ideas and questions on career information were formally encouraged				
4. Opportunities for students to solve problems and make decisions about career choices were taught				
5. I taught career awareness				
6. I taught economic awareness				
7. Educational and training requirements for various occupations were stressed				
8. Employment skills and job requirements for a variety of occupations were taught				
9. The self-concept of students as it relates to World of Work was taught				

10. List the occupations for which career information was taught in your classes during the last school year. (e.g., fire fighter, accountant, teacher, scientist)

11. Are specific units or topics on career awareness a part of the written Board-approved curriculum for your classes? Yes _____ No _____

12. Have you participated in the formal review or revision of the Board-approved written curriculum? Yes _____ No _____ If yes, when? _____ (year).

FORM I - #1 (Rarely or Never)

ELEMENTARY	ORANGE SANTA ANA TOTAL			
PRIMARY K-3	0	14	10	%
UPPER 4-6	14	10	11	%

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	ORANGE			SANTA ANA	COMMUNITY COLLEGE	
	MATH/SCIENCE	30	*		20	%
	SOCIAL STUDIES	*	*		*	%
	ENGLISH/READING	*	*		*	%
	P.E./STATE REQ.	41	27		*	%
	FOREIGN LANGUAGE	36	20		*	%
	BUSINESS	*	29		*	%
	MUSIC/ART	27	*		25	%
	HOME EC/AG/SPEC. ED.	*	*		*	%
	INDUSTRIAL ARTS	*	*		*	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
TOTALS	ALL ELEMENTARY	8	11		%
	ALL SECONDARY	22	9		%
	ALL TEACHERS - ORANGE & SANTA ANA	14			%
	ALL COMMUNITY COLLEGE			10	%
	ALL TEACHERS (3 DISTRICTS)	14			%

* Indicates % less than 20 - not significant.

COMMENT: ELEMENTARY TEACHERS APPEAR TO BE DOING A MORE COMPLETE JOB OF TEACHING ATTITUDES TOWARD WORK AS COMPARED TO SECONDARY TEACHERS.

FORM I - #2

		ORANGE	SANTA ANA	TOTAL	
ELEMENTARY	PRIMARY K-3	31	24	26	%
	UPPER 4-6	19	13	15	%

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	ORANGE	SANTA ANA	COMMUNITY COLLEGE	%
	MATH/SCIENCE	60	55	60
	SOCIAL STUDIES	23	*	43
	ENGLISH/READING	23	*	25
	P.E./STATE REQ.	*	*	*
	FOREIGN LANGUAGE	27	40	*
	BUSINESS	22	*	78
	MUSIC/ART	45	*	75
	HOME EC/AG/SPEC.ED.	36	*	25
	INDUSTRIAL ARTS	*	38	100

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	26	19		%
	ALL SECONDARY	29	22		%
	ALL TEACHERS ORANGE & SANTA ANA	24			%
	ALL COMMUNITY COLLEGE			52	%
	ALL TEACHERS (3 DISTRICTS)	27			%

*Indicates % less than 20 - not significant.

COMMENT: Teaching attitudes toward leisure appear to be weaker at the secondary level, particularly in the Math/Science departments and at the community college level in general.

		ORANGE	SANTA ANA	TOTAL	
ELEMENTARY	PRIMARY K-3	50	43	25	%
	UPPER 4-6	33	30	57	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	MATH/SCIENCE	35	32	40	%
	SOCIAL STUDIES	45	24	*	%
	ENGLISH/READING	33	19	*	%
	P.E./STATE REQ.	59	45	*	%
	FOREIGN LANGUAGE	55	20	*	%
	BUSINESS	*	*	*	%
	MUSIC/ART	27	25	50	%
	HOME EC/AG/SPEC.ED.	*	*	*	%
	INDUSTRIAL ARTS	*	*	*	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
TOTALS	ALL ELEMENTARY	43	37		%
	ALL SECONDARY	35	22		%
	ALL TEACHERS ORANGE & SANTA ANA	33			%
	ALL COMMUNITY COLLEGE			19	%
	ALL TEACHERS (3 DISTRICTS)	31			%

*Indicates % less than 20 - not significant.

COMMENT: Primary elementary teachers and P.E./State Requirements teachers at the secondary level appear to be doing less than other teachers in encouraging questions on career information in classes.

ELEMENTARY	ORANGE	SANTA ANA	TOTAL	
				%
PRIMARY K-3	65	65	65	
UPPER 4-6	66	53	57	

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	MATH/SCIENCE	65	64	40	%
	SOCIAL STUDIES	59	41	43	%
	ENGLISH/READING	70	42	*	%
	P.E./STATE REQ.	59	91	*	%
	FOREIGN LANGUAGE	82	60	*	%
	BUSINESS	22	29	*	%
	MUSIC/ART	64	63	50	%
	HOME EC/AG/SPEC.ED	45	*	*	
	INDUSTRIAL ARTS	*	*	*	

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	66	60		%
	ALL SECONDARY	58	46		%
	ALL TEACHERS ORANGE & SANTA ANA	56			%
	ALL COMMUNITY COLLEGE			23	%
	ALL TEACHERS (3 DISTRICTS)	52			%

*Indicates % less than 20 - not significant.

COMMENT: A large percentage of teachers at all grade levels and in all subject areas have not given students opportunities to solve problems and make decisions about career choices. One notable exception would be the business departments at the secondary level - both Orange & Santa Ana.

FORM 1 - #5

ELEMENTARY	ORANGE	SANTA ANA	TOTAL	
				%
PRIMARY K-3	31	50	19	
UPPER 4-6	33	40	70	

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	MATH/SCIENCE	70	41	40	%
	SOCIAL STUDIES	59	29	29	%
	ENGLISH/READING	63	*	*	%
	P.E./STATE REQ.	71	73	*	%
	FOREIGN LANGUAGE	73	80	*	%
	BUSINESS	*	*	*	%
	MUSIC/ART	45	25	50	%
	HOME EC/AG/SPEC.ED	27	*	*	%
	INDUSTRIAL ARTS	*	*	*	%

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	32	46		%
	ALL SECONDARY	53	32		%
	ALL TEACHERS ORANGE & SANTA ANA	43			%
	ALL COMMUNITY COLLEGE			23	%
	ALL TEACHERS (3 DISTRICTS)	40			%

*Indicates % less than 20 - not significant.

COMMENT: Less career awareness has been taught at the secondary level than at the elementary level. Primary teachers appear to do a much better job than upper grade teachers.

FORM 1 - #6

		ORANGE	SANTA ANA	TOTAL	
ELEMENTARY	PRIMARY K-3	38	48	45	%
	UPPER 4-6	24	30	28	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	MATH/SCIENCE	70	36	50	%
	SOCIAL STUDIES	32	*	*	%
	ENGLISH/READING	57	23	25	%
	P.E./STATE REQ.	88	64	*	%
	FOREIGN LANGUAGE	82	100	*	%
	BUSINESS	22	*	*	%
	MUSIC/ART	55	50	50	%
	HOME EC/AG/SPEC. ED.	36	*	50	%
	INDUSTRIAL ARTS	*	*	*	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
TOTALS	ALL ELEMENTARY	31	43		%
	ALL SECONDARY	53	26		%
	ALL TEACHERS ORANGE & SANTA ANA	40			%
	ALL COMMUNITY COLLEGE			27	%
	ALL TEACHERS (3 DISTRICTS)	38			%

*Indicates % less than 20 - not significant.

COMMENT: Economic awareness is taught much more consistently at the elementary level than at the secondary level.

		ORANGE	SANTA ANA	TOTAL	
ELEMENTARY	PRIMARY K-3	65	63	64	%
	UPPER 4-6	48	43	44	%

		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	MATH/SCIENCE	65	27	30	%
	SOCIAL STUDIES	59	29	29	%
	ENGLISH/READING	53	19	25	%
	P.E./STATE REQ.	59	73	*	%
	FOREIGN LANGUAGE	64	40	*	%
	BUSINESS	*	*	*	%
	MUSIC/ART	55	35	25	%
	HOME EC/AG/SPEC. ED.	36	*	*	%
	INDUSTRIAL ARTS	*	*	*	%

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	57	54		%
	ALL SECONDARY	50	25		%
	ALL TEACHERS ORANGE & SANTA ANA	45			%
	ALL COMMUNITY COLLEGE			23	%
	ALL TEACHERS (3 DISTRICTS)	42			%

*Indicates % less than 20 - not significant.

COMMENT: The teaching of educational & training requirements for various occupations appears to be quite weak at both the elementary and secondary levels with all secondary and community college teachers doing a somewhat better job than elementary.

FORM I - #8

ELEMENTARY	ORANGE	SANTA ANA	TOTAL	
				%
PRIMARY K-3	69	72	71	%
UPPER 4-6	66	53	57	%

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	MATH/SCIENCE	75	55	40	%
	SOCIAL STUDIES	59	65	29	%
	ENGLISH/READING	70	42	50	%
	P.E./STATE REQ.	88	91	*	%
	FOREIGN LANGUAGE	82	80	*	%
	BUSINESS	33	*	*	%
	MUSIC/ART	64	63	75	%
	HOME EC/AG/SPEC. ED.	45	*	25	%
	INDUSTRIAL ARTS	27	*	*	%

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	68	64		%
	ALL SECONDARY	64	47		%
	ALL TEACHERS ORANGE & SANTA ANA	60			%
	ALL COMMUNITY COLLEGE			33	%
	ALL TEACHERS (3 DISTRICTS)	57			%

*Indicates % less than 20 - not significant.

COMMENT: Question #8 is quite closely related to #7; however, the percentage responding "rarely or never" is somewhat higher across the board.

FORM I - #9

ELEMENTARY	ORANGE	SANTA ANA	TOTAL	
				%
PRIMARY K-3	38	33	35	
UPPER 4-6	43	30	34	

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)	ORANGE	SANTA ANA	COMMUNITY COLLEGE		
	MATH/SCIENCE	70	41	50	%
	SOCIAL STUDIES	27	24	29	%
	ENGLISH/READING	47	19	*	%
	P.E./STATE REQ.	59	45	*	%
	FOREIGN LANGUAGE	82	60	*	%
	BUSINESS	*	*	22	%
	MUSIC/ART	64	63	50	%
	HOME EC/AG/SPEC. ED.	45	*	*	%
	INDUSTRIAL ARTS	27	*	*	%

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	40	32		%
	ALL SECONDARY	49	27		%
	ALL TEACHERS ORANGE & SANTA ANA	38			%
	ALL COMMUNITY COLLEGE			27	%
	ALL TEACHERS (3 DISTRICTS)	36			%

*Indicates % less than 20 - not significant.

ELEMENTARY		ORANGE	SANTA ANA	TOTAL	
	PRIMARY K-3	23	17	19	%
	UPPER 4-6	5	5	5	%

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	MATH/SCIENCE	*	*	*	%
	SOCIAL STUDIES	*	*	*	%
	ENGLISH/READING	3	38	17	%
	P.E./STATE REQ.	*	*	*	%
	FOREIGN LANGUAGE	*	*	*	%
	BUSINESS	56	57	56	%
	MUSIC/ART	*	*	*	%
	HOME EC/AG/ PEC. ED.	45	50	50	%
	INDUSTRIAL ARTS	27	13	*	%

TOTALS		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	ALL ELEMENTARY	15	12		%
	ALL SECONDARY	15	21		%
	ALL TEACHERS ORANGE & SANTA ANA	*			%
	ALL COMMUNITY COLLEGE			27	%
	ALL TEACHERS (3 DISTRICTS)	*			%

*Indicates % less than 20 - not significant.

COMMENT: Other than the traditionally vocational subjects, there would seem to be very little evidence of a written curriculum, particularly for upper elementary grades.

FORM I - #12

		ORANGE	SANTA ANA	TOTAL	
ELEMENTARY	PRIMARY K-3	4	6	5	%
	UPPER 4-6	14	3	7	%

SECONDARY & COMMUNITY COLLEGE (BY SUBJECT AREA)		ORANGE	SANTA ANA	COMMUNITY COLLEGE	
	MATH/SCIENCE	*	*	*	%
	SOCIAL STUDIES	*	*	*	%
	ENGLISH/READING	27	19	67	%
	P.E./STATE REQ.	*	*	*	%
	FOREIGN LANGUAGE	27	60	*	%
	BUSINESS	44	29	56	%
	MUSIC/ART	*	*	*	%
	HOME EC/AG/SPEC. ED.	36	25	100	%
	INDUSTRIAL ARTS	*	*	*	%

	ORANGE	SANTA ANA	COMMUNITY COLLEGE	
TOTALS	ALL ELEMENTARY	2		%
	ALL SECONDARY	27	15	%
	ALL TEACHERS ORANGE & SANTA ANA	*		%
	ALL COMMUNITY COLLEGE		52	%
	ALL TEACHERS (3 DISTRICTS)	*		%

*Indicates % less than 20 - not significant.

COMMENT: Less than 6% of the elementary teachers have been involved in formal curriculum review or revision. Less than 21% of the secondary teachers have been involved in formal curriculum review or revision. Most active departments (in the last three years): English & Reading; Business; Home Economics/ Agriculture/Special Education; Foreign Language; the community college.

FORM 2

As Related to Career Education

1. Learning Activity Package
2. Simulations
3. Games
4. Puzzles
5. Individualized instruction
6. Small group instruction
7. Large group instruction
8. Independent study
9. Resource and Learning Centers
10. Individualized Learning Centers
(In classroom)
11. Tutorial
12. Parent participation
13. Para-professionals and/or Aides
14. Team Teaching
15. Student assistants for instruction
16. Libraries
17. Guest speakers
18. Role-playing
19. Field trips
20. Films and film strips
21. Tapes
22. Newspapers and magazine articles
23. Inter-department activities (specify):
24. Other (specify):

[illegible]

RESOURCE INVENTORY - Form #2

Availability For Use

According to the Elementary Teachers in Santa Ana and Orange, the evidence showed that the following Career Education resources were not available for their use in their classrooms:

1. Career Education Learning Activity Packages
2. Career Education Simulations
3. Career Education Resource and Learning Centers
4. Career Education Tutorial help
5. Career Education Paraprofessional help
6. Career Education Team Teaching
7. Career Education Student Assistants
8. Career Education Tapes
9. Career Education Inter-Departmental Activities

At the Secondary level the following statements can be assessed from the inventory:

1. Career Education Learning Activity Packages were not available for use by the various disciplines except Business.
2. The availability of individualized instruction and small group instruction for Career Education purposes is higher than that at the elementary level.
3. Career Education Independent Study is more frequent and available at the secondary level than that at the elementary level, with the exception of the Industrial Arts Department.
4. Individual Learning Centers in the classroom are least used for Career Education in the Math/Science and Social Studies Departments due to the lack of availability.
5. Paraprofessional help for Career Education purposes is seldom available in all disciplines with the exception of Physical Education and State Requirements.

RESOURCE INVENTORY - Form #2

Rarely Used or Never Included

According to the 50% or more of the Elementary Teachers in Orange and Santa Ana, the evidence showed that the following Career Education resources were rarely or never included in their classroom or activities:

1. Career Education Learning Activity Packages
2. Career Education Simulations
3. Career Education Resource and Learning Centers
4. Career Education Individual Learning Centers
5. Career Education Tutorial help
6. Career Education Parent Participation
7. Career Education Paraprofessional help
8. Career Education Team Teaching
9. Career Education Student Assistant help
10. Career Education Guest Speakers (except Upper Elementary)
11. Career Education Tapes (except Upper Elementary)
12. Career Education Newspapers and Magazines (except Upper Elementary)
13. Career Education Inter-departmental (except Upper Elementary).

At the Secondary Level the following Career Education resources were being used by the respective departments:

1. Career Education Learning Activity Packages - Business and Industrial Arts.
2. Career Education Individualized Instruction - Business, Music and Art, Home Economics/Agriculture/Special Education, Industrial Arts.
3. Small Group Career Education Instruction - Business, Home Economics/Agriculture/Special Education, Industrial Arts.
4. Large Group Instruction for Career Education - Business, Music and Art, Industrial Arts.
5. Resource Training Centers for Career Education - Industrial Arts, Home Economics/Agriculture/Special Education.
6. Libraries for Career Education - English and Reading.
7. Use of Career Education Films and Filmstrips - Business, Industrial Arts, Home Economics/Agriculture/Special Education.
8. Use of Career Education newspaper articles and magazines - Business, Industrial Arts, Home Economics/Agriculture/Special Education.

FORM 3

TEACHER QUESTIONNAIRE: General Information. Form 3

Name: _____

School: _____ District: _____

Grade levels taught: _____

Department/Major subject areas taught: _____

_____ Date: _____

Number of years in teaching: _____ Number of years in District: _____

Number of years in present position and/or school: _____

Highest degree held: _____ (Major subject area) _____ (No. of units)

Approximate date of last college course taken (e.g., spring or summer, 1972) _____

List types of occupations other than teaching that you have participated in.

Answer briefly and clearly the following:

1. During the past three years have you received any special, inservice or college training on: (check those that apply)

	Yes	No
a. use of performance objectives?	_____	_____
b. concepts of career education?	_____	_____
c. use of career information and awareness in the classroom?	_____	_____
d. how to re-design courses to include more career awareness materials?	_____	_____
e. use of instructional resource centers?	_____	_____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

	Yes	No
a. performance objectives?	_____	_____
b. career education concepts?	_____	_____
c. use of career information?	_____	_____
d. curriculum re-design?	_____	_____
e. instructional resources?	_____	_____

3. Over all, what portion of your time spent in classroom teaching was devoted to any aspect of career education during the last school year? (Check your best estimate)

_____ None _____ 0-5% _____ 6-10% _____ 11-25% _____ More than 25%

4. Based on your estimated answer to question three, would you be willing to devote more time to Career Education in the classes you teach?

Yes _____ No _____

If Yes, what percent of your teaching effort do you think is appropriate for Career Education in the classes you teach? _____. On what basis do you make this estimate? _____

If No, why do you believe that no more teaching effort on Career Education is appropriate in your classes? _____

5. During the past three years, have you developed any instructional materials on Career Education for use in your classes? Yes _____ No _____

If Yes, describe the materials and how you use them. _____

6. As a part of your regular classroom activities, do you attempt to identify individual students' career goals? Yes _____ No _____

If Yes, how do you do this? _____

7. Have you ever referred a student to a counseling office or career center for career exploration or other career information?

Yes _____ No _____ Not available _____

8. Have you ever referred a student to a counselor for testing of interests and aptitudes as part of helping the student identify career choices?

Yes _____ No _____ Not available _____

If Yes, how often did you do so last school year? _____

In your judgment, was such testing helpful and satisfactorily done?

Yes _____ No _____ Explain your answer _____

TEACHER QUESTIONNAIRE
Form 3 - - Narrative

- 1A A majority of all elementary, secondary and community college teachers have received some training on performance objectives during the past three years with the exception of:
1. Math and Science Teachers in Santa Ana
 2. Music and Art Teachers in the Community College.
- 1B A majority of all elementary, secondary and community college teachers have not been attuned to the concepts of Career Education as it relates to subject areas, with the exception of:
1. Business Teachers
 2. Industrial Arts Teachers
 3. Home Economic/Agriculture/Special Education Teachers.
- 1C A majority of all elementary, secondary and community college teachers had not received training on the use of career information in their classrooms, with the exception of:
1. Business Teachers
 2. Industrial Arts Teachers
 3. Home Economic/Agriculture/Special Education Teachers.
- 1D A majority of all elementary, secondary and community college teachers had not received training on how to re-design their courses to include more career awareness, with the exception of:
1. Home Economic/Agriculture/Special Education Teachers in Santa Ana
 2. Industrial Arts Teachers in Santa Ana.
- 1E During the past three years teachers at the elementary level have received more training on the use of instructional resource centers than teachers at the secondary level.
- 2A Those teachers indicating by more than 50% that they would like to have the opportunity to receive more training on performance objectives were:
1. Upper Elementary Teachers in Santa Ana
 2. Reading and English Teachers in Santa Ana
 3. Foreign Language Teachers in Santa Ana
 4. Business Teachers in Santa Ana and Orange
 5. Industrial Arts Teachers in Santa Ana and Orange
 6. Music and Art Teachers in Santa Ana.
- 2B A majority of the teachers in the three districts wanted more training on Career Education concepts.
- 2C A majority of the teachers in the three districts wanted more training in the use of career information.

- 2D An overwhelming majority of the teachers in the three districts wanted more training on how to re-design their courses to include more career awareness materials.
- 2E A majority of all teachers at all levels wanted more training in the use of instructional resource centers.
- #3 Based on teachers' estimates, an overwhelming number of teachers at all levels indicated that they spent less than 25% of their classroom teaching time devoted to any aspect of Career Education.
- #4 Based on teachers' estimates of the previous year, an overwhelming majority at all levels and departments stated that they would be willing to devote more time to Career Education concerns in their teaching.
- #5 30% of the teachers indicated that they have developed Career Education materials for use in their classes, during the past three years.
- #6 Less than 50% of the teachers at all levels and all disciplines make an effort to identify individual students' career goals. Those departments indicating that they do make some effort were:
1. Social Studies - Santa Ana
 2. Foreign Language - Santa Ana
 3. Business - Orange and Santa Ana
 4. Music and Art - Santa Ana
 5. Industrial Arts - Orange
 6. Home Economics/Agriculture/Special Education - Orange and Santa Ana.
- #7 In general, teachers at the secondary level in Business, Social Studies, Home Economics/Agriculture/Special Education, and Industrial Arts tended to make more referrals to the counseling office and career centers where available for the purpose of career exploration or career information.
- #8 The general pattern of referring students to a counselor for testing of interests and aptitudes indicates that less than 33% of the teachers make such referrals.

COMMUNITY ATTITUDINAL
SURVEY

ORANGE UNIFIED TEACHERS

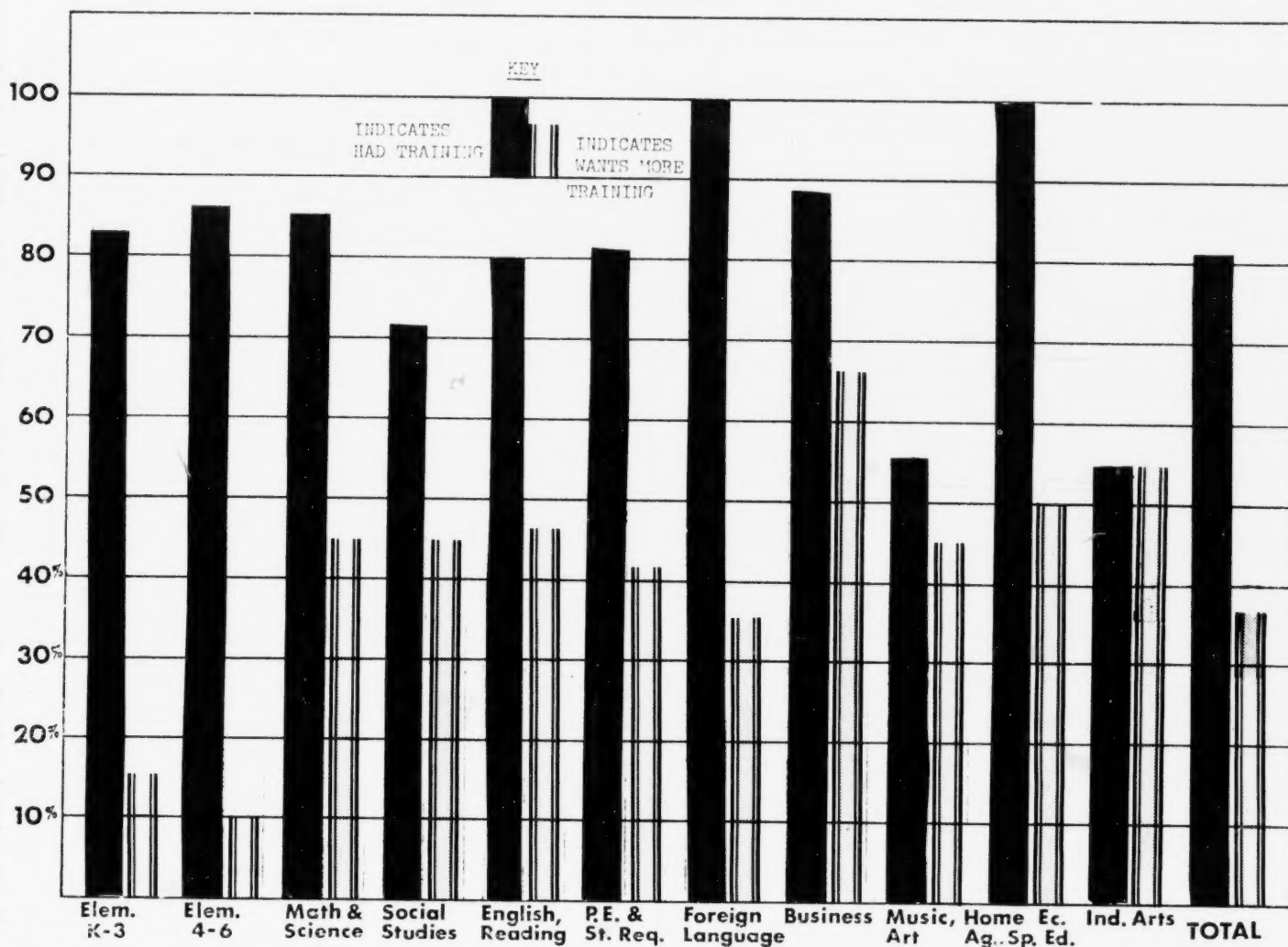
Question:

1. During the past three years have you received any special, inservice or college training on:

a. use of performance objectives: YES _____ NO _____.

2. Regardless of the answers to each part of question one would you like to have the opportunity to attend special or inservice training sessions on:

a. performance objectives: YES _____ NO _____.



A very large percentage of Orange Unified teachers have received training in the use of performance objectives; therefore, a much smaller percentage have indicated a desire for more training. A smaller percentage of elementary teachers indicate a desire for more training than secondary teachers.

ORANGE UNIFIED TEACHERS

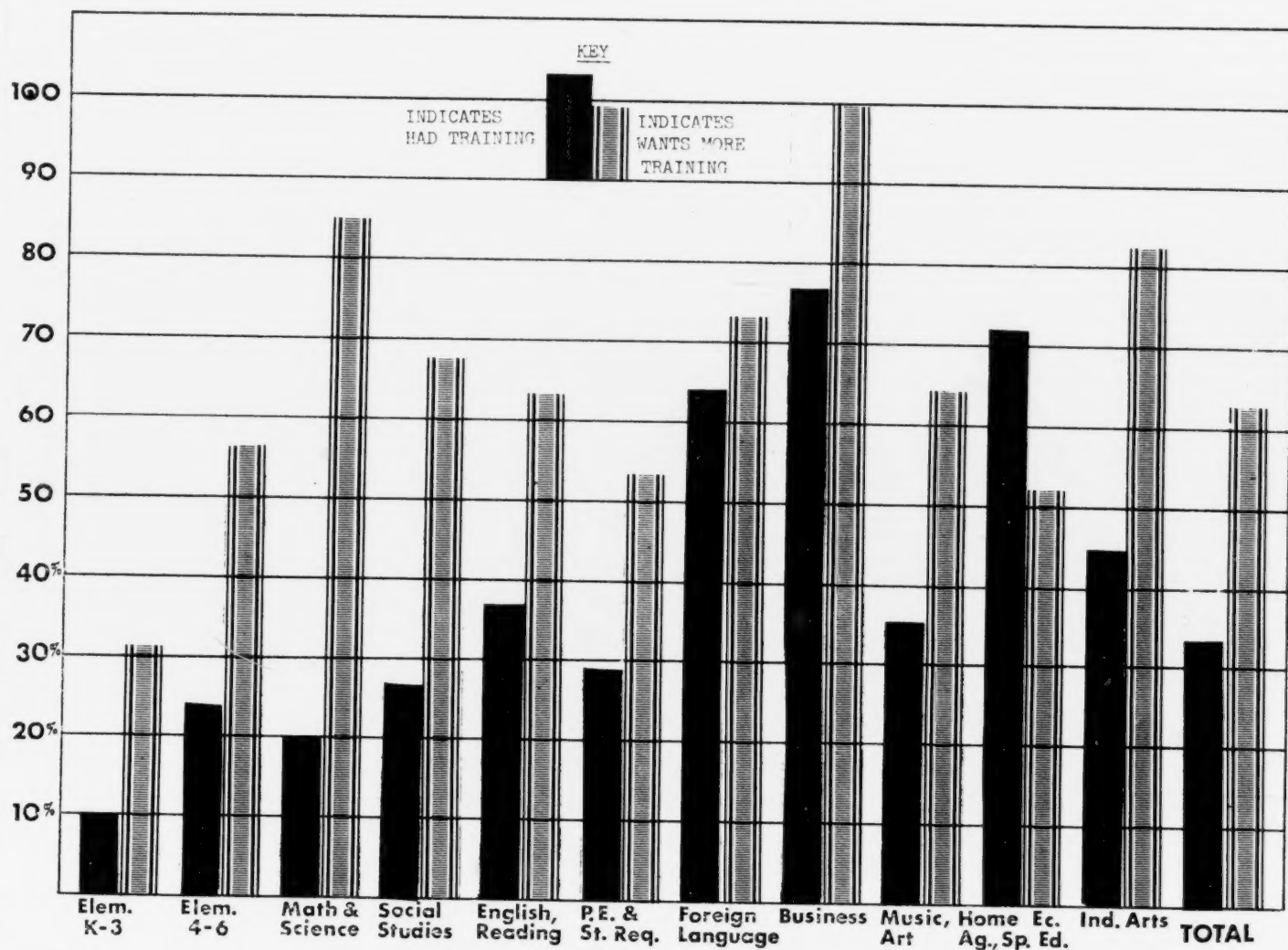
Question:

1. During the past three years have you received any special, inservice or college training on:

b. concepts of career education? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

b. career education concepts? YES _____ NO _____



A large percentage of Orange Unified teachers expressed a desire for more training in Career Education concepts. Those subject areas indicating the greatest need were Mathematics and Science, Business, and Industrial Arts.

ORANGE UNIFIED TEACHERS

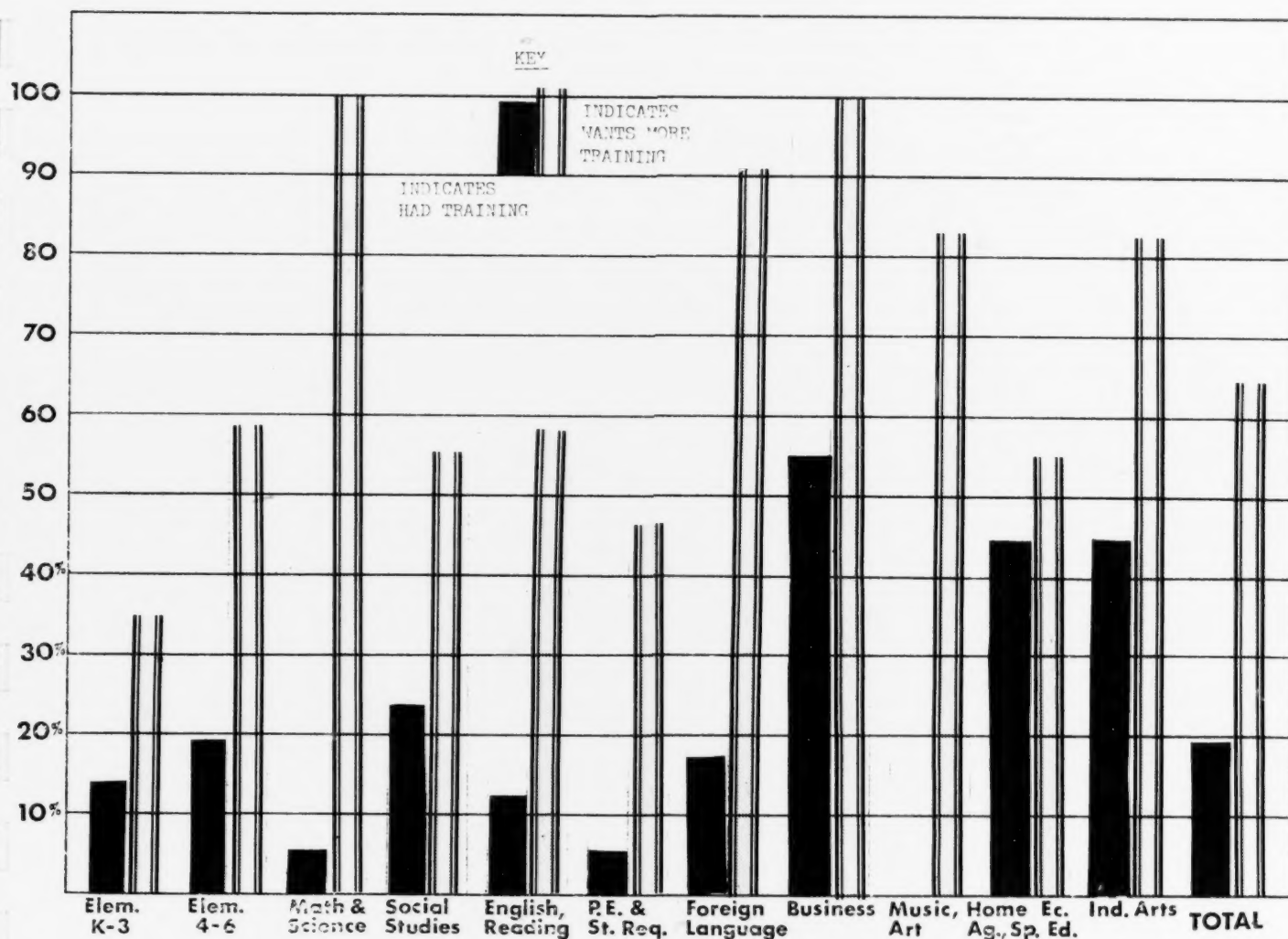
Question:

1. During the past three years have you received any special, inservice or college training on:

c. use of career information and awareness in the classroom: YES _____ NO _____.

2. Regardless of the answers to each part of question one would you like to have the opportunity to attend special or inservice training sessions on:

c. use of career information: YES _____ NO _____.



A very small percentage of Orange Unified teachers indicated that they have had training in the use of career information. A very large number indicate a desire for more training, especially Mathematics, Science and Business.

ORANGE UNIFIED TEACHERS

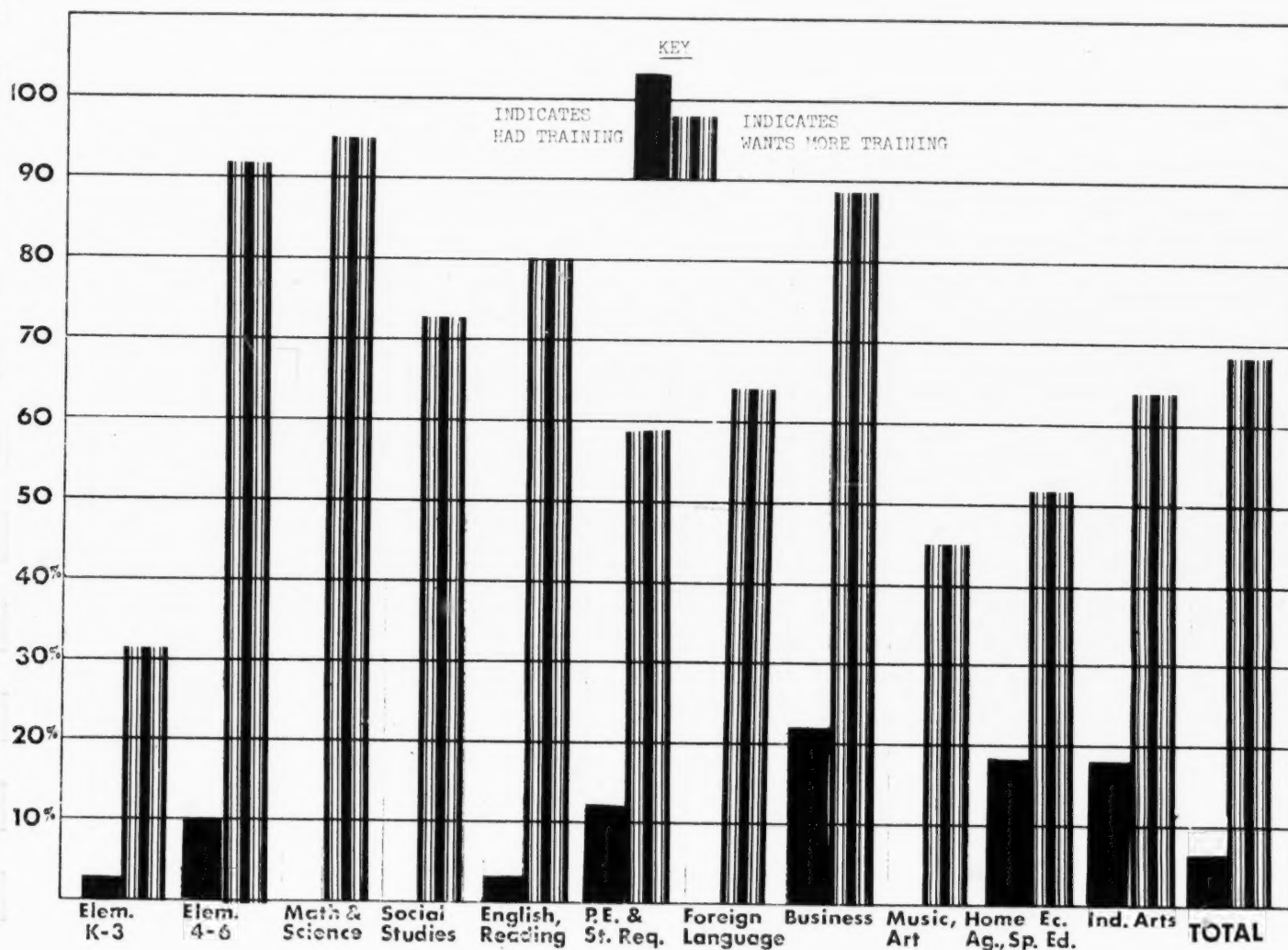
Question:

1. During the past three years have you received any special, inservice or college training on:

c. how to re-design courses to include more career awareness materials: YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

d. curriculum re-design? YES _____ NO _____



A larger percentage of Orange Unified Elementary teachers indicate that they have had training on Curriculum re-design. Secondary teachers indicate a desire for more training. Mathematics, Science and Business teachers indicate the greatest need for more training.

ORANGE UNIFIED TEACHERS

Question:

1. During the past three years have you received any special, inservice or college training on:

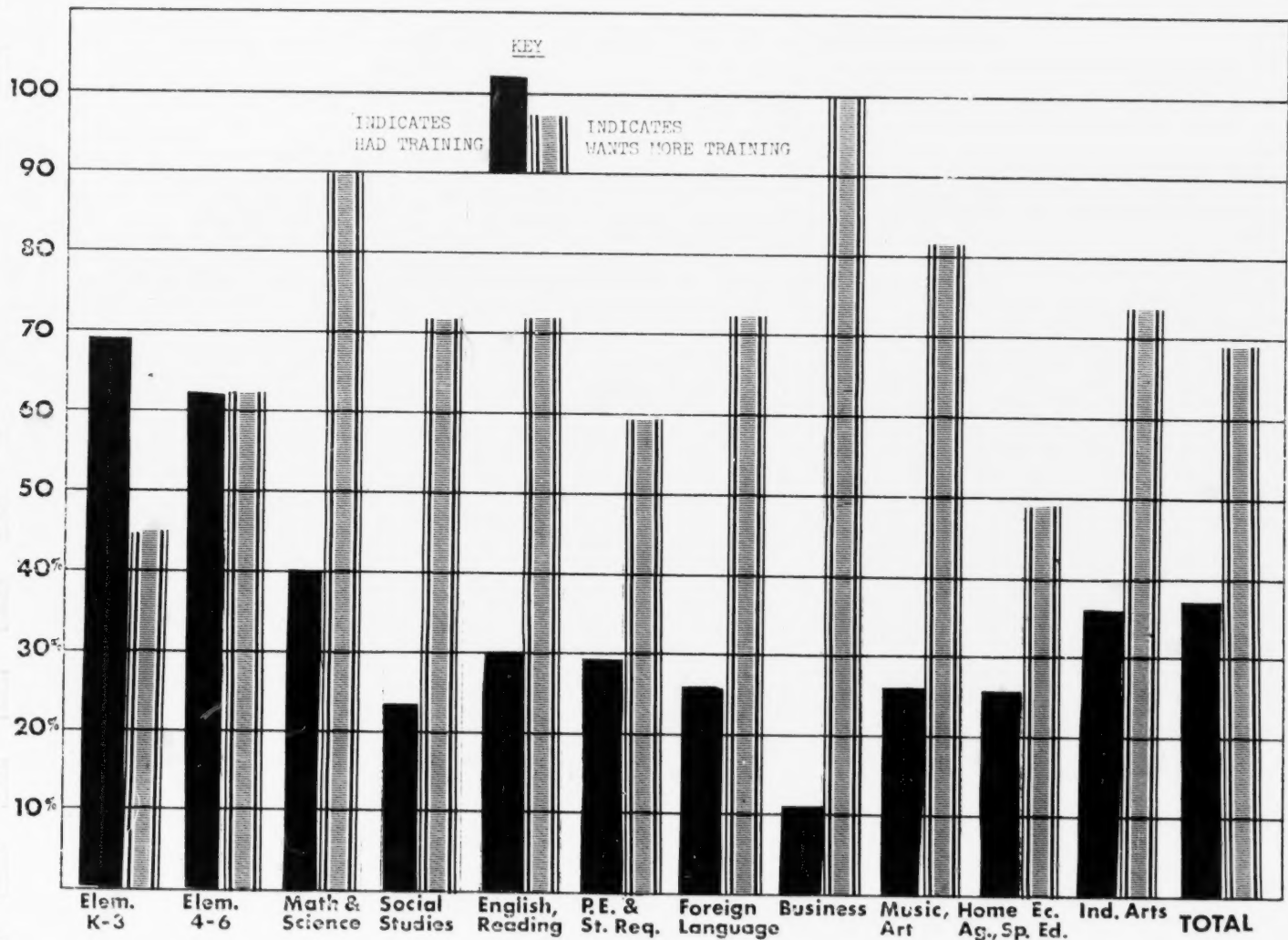
e. use of instructional resource centers?

YES _____ NO _____

2. Regardless of the answers to each part of question one would you like to have the opportunity to attend special or inservice training sessions on:

e. instructional resources?

YES _____ NO _____



Very few teachers have received training on the use of instructional resource centers in all areas. A large percentage in all areas indicate a need for more training.

SANTA ANA UNIFIED TEACHERS

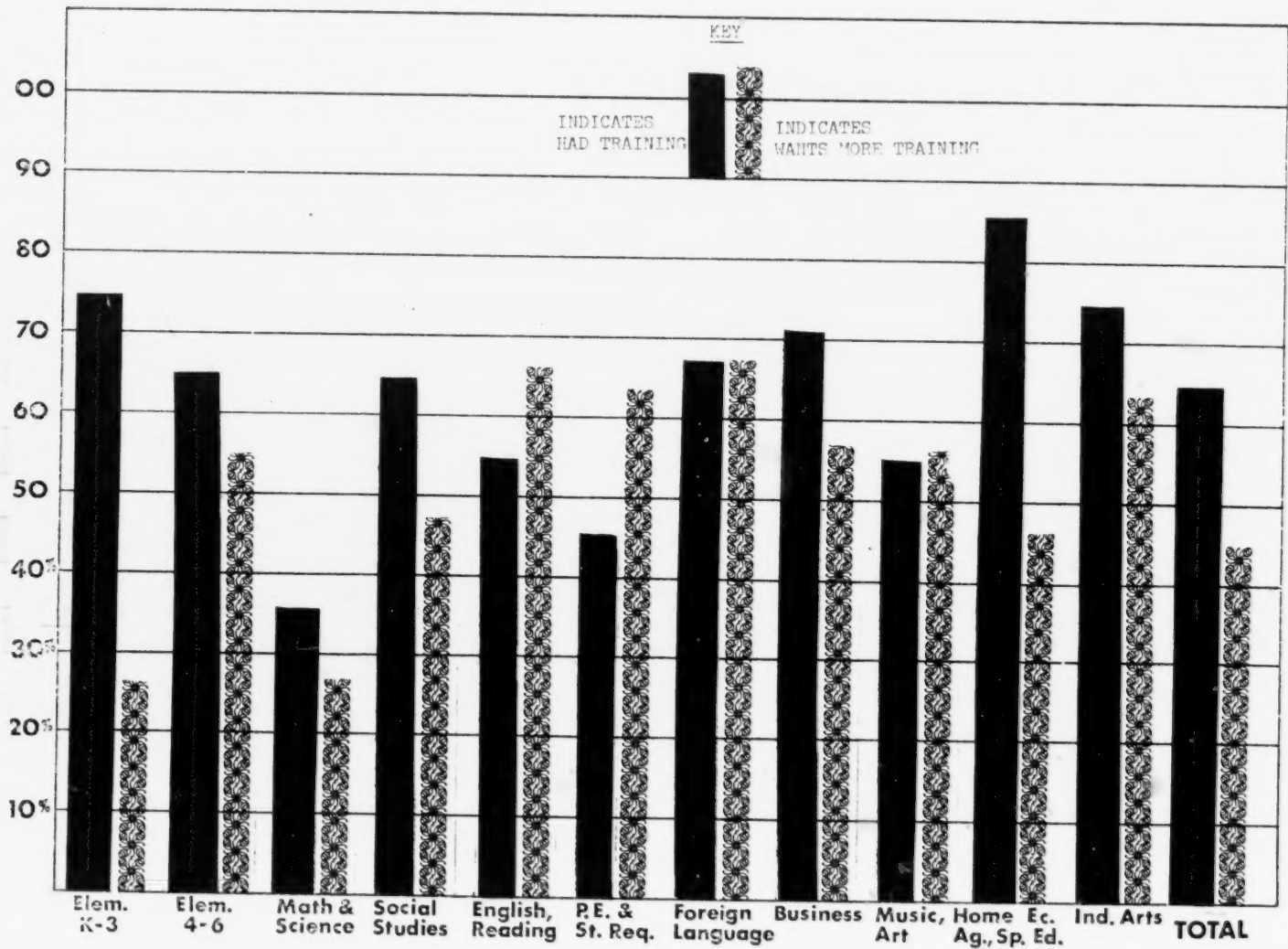
Question:

1. During the past three years have you received any special, inservice or college training on:

a. use of performance objectives? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

a. performance objectives? YES _____ NO _____



Teachers at all levels in the Santa Ana Unified District have had training in the use of performance objectives. There is still a need for more training in this area as indicated.

SANTA ANA UNIFIED TEACHERS

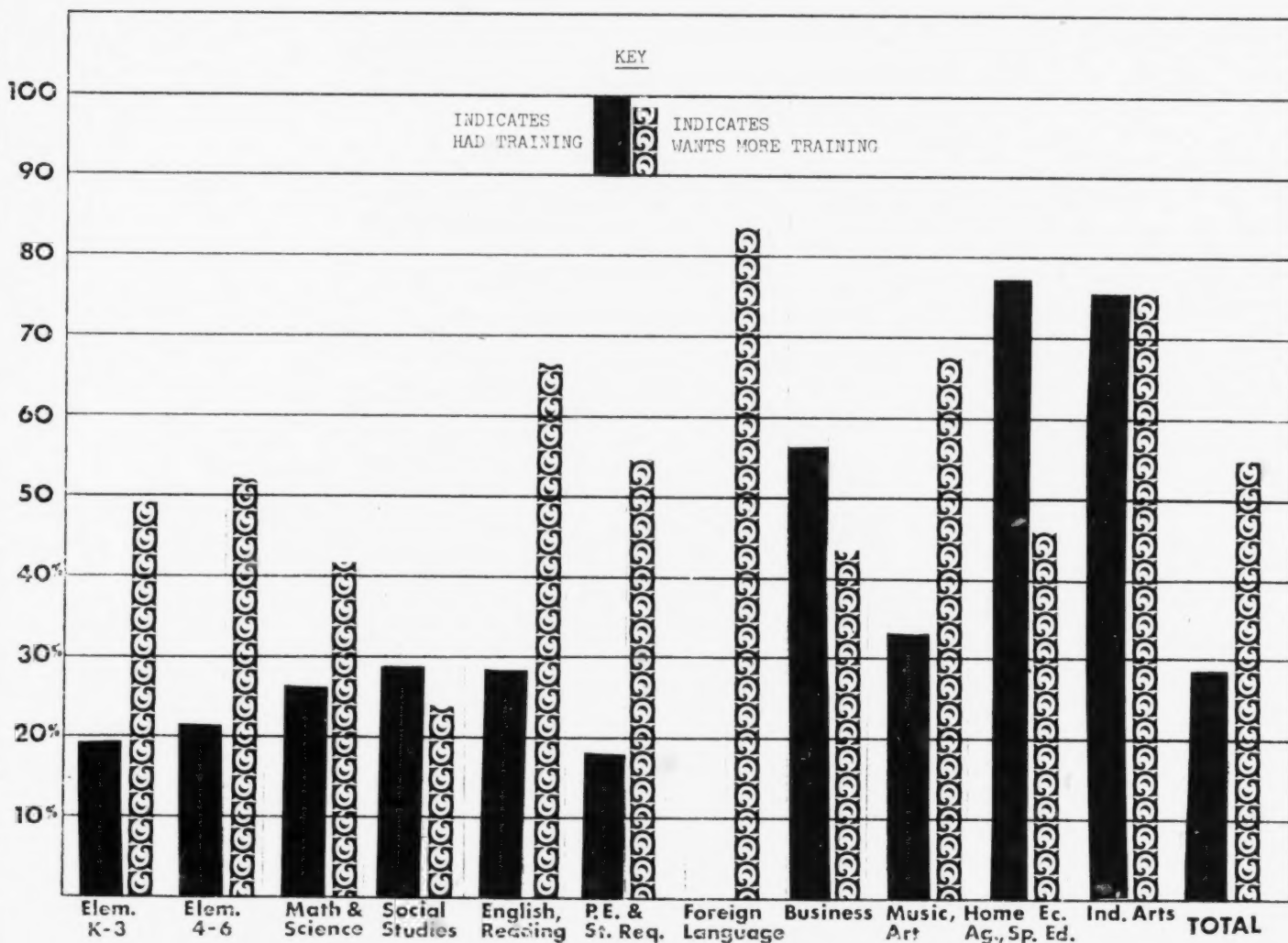
Question:

1. During the past three years have you received any special, inservice or college training on:

b. concepts of career education? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

b. career education concepts? YES _____ NO _____



A larger percentage of Secondary teachers than Elementary teachers in the Santa Ana Unified District have had training in Career Education concepts. All areas with the exception of Social Studies indicate a desire for more training.

SANTA ANA UNIFIED TEACHERS

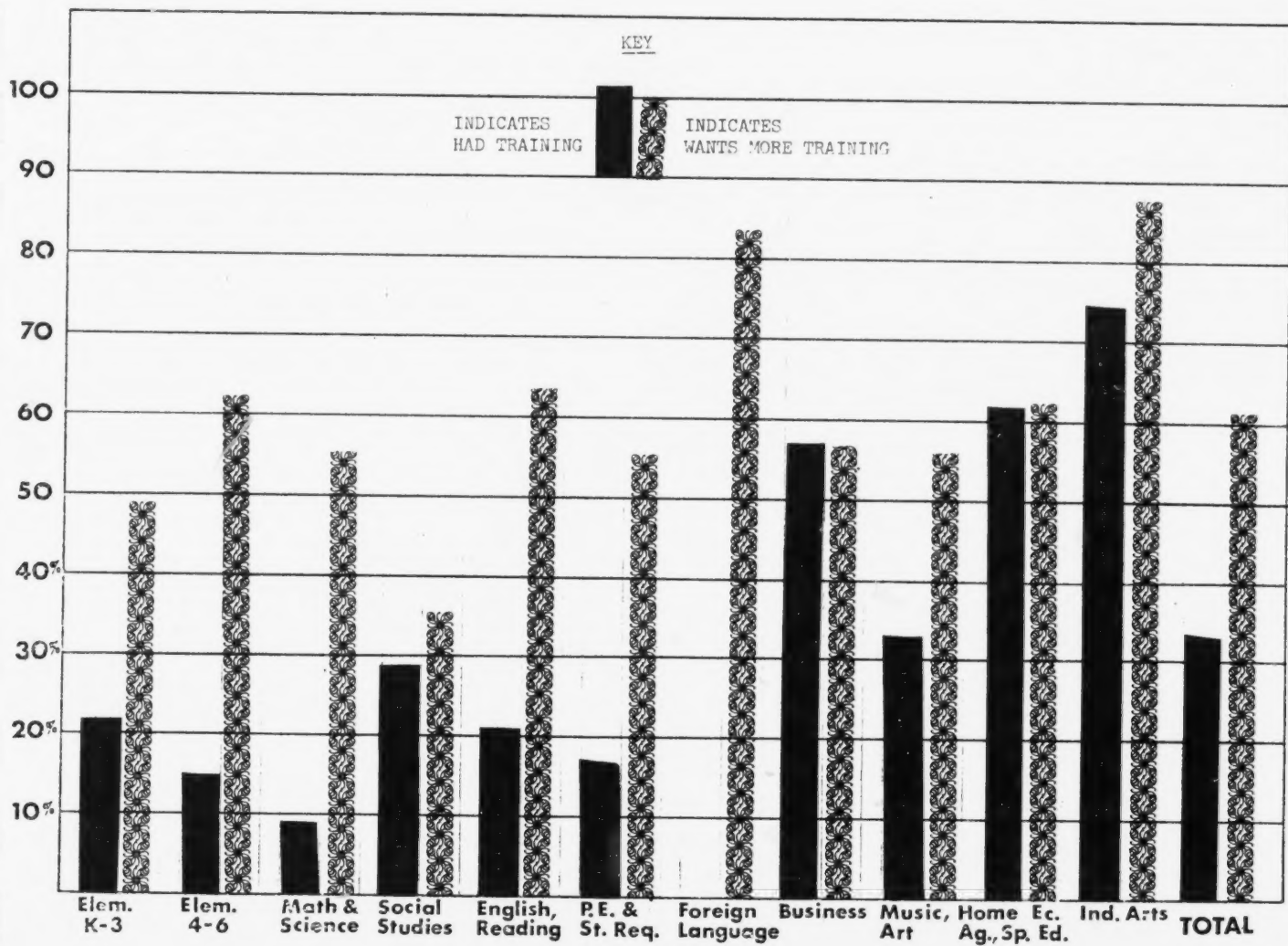
Question:

1. During the past three years have you received any special, inservice or college training on:

c. use of career information and awareness in the classroom? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

c. use of career information? YES _____ NO _____



A large percentage of Secondary teachers in Santa Ana have had special training in the use of career information as compared to Elementary teachers. All teachers express a desire for more training.

SANTA ANA UNIFIED TEACHERS

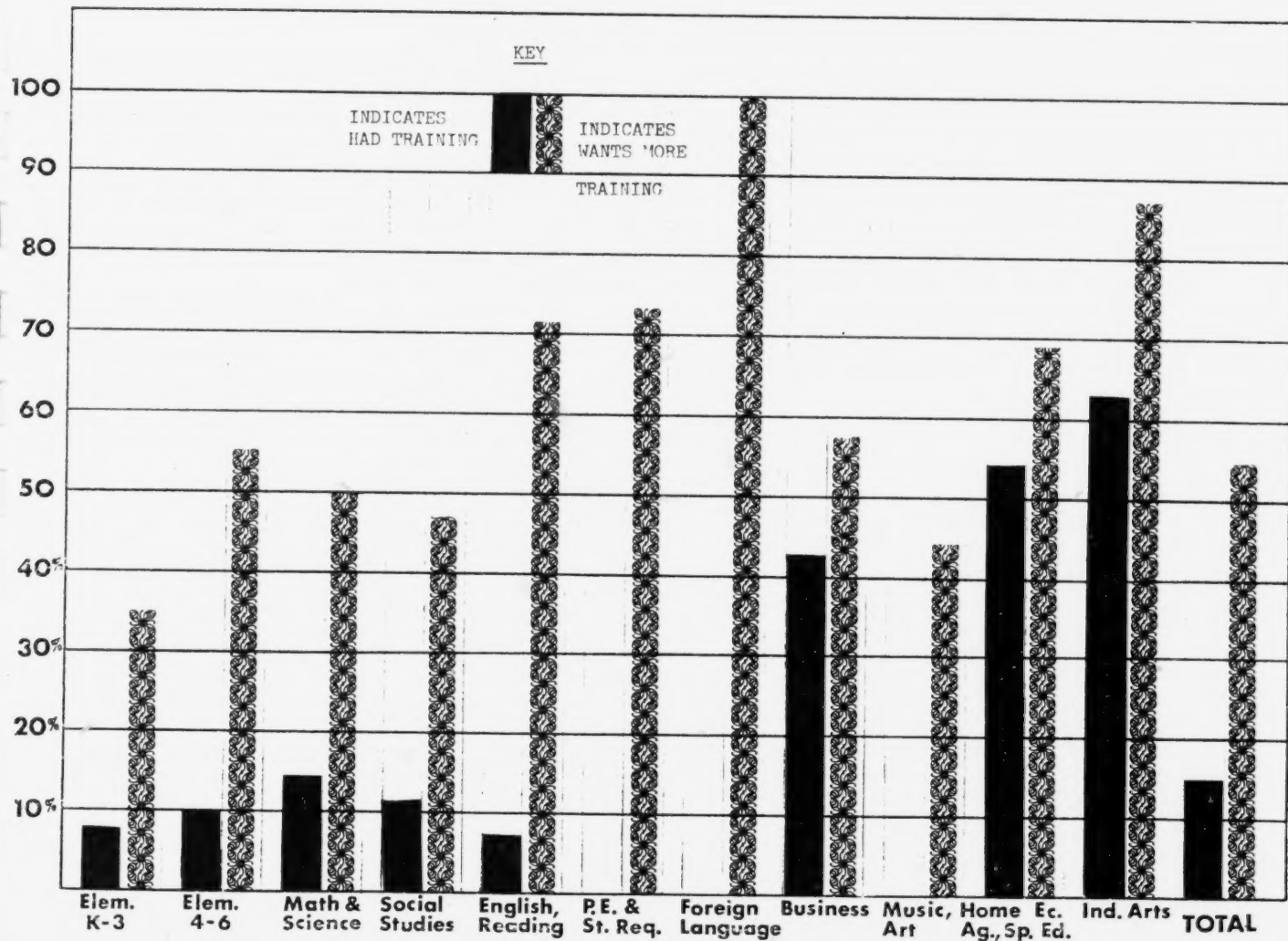
Question:

1. During the past three years have you received any special, inservice or college training on:

d. how to re-design courses to include more career awareness materials? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

d. curriculum re-design? YES _____ NO _____



A very small percentage of Elementary teachers indicate that they have had special training in curriculum re-design. Exceptions are at the Secondary level in the Business, Home Economics and Industrial Arts areas. Teachers at all levels indicate a desire for more training.

SANTA ANA UNIFIED TEACHERS

Question:

1. During the past three years have you received any special, inservice or college training on:

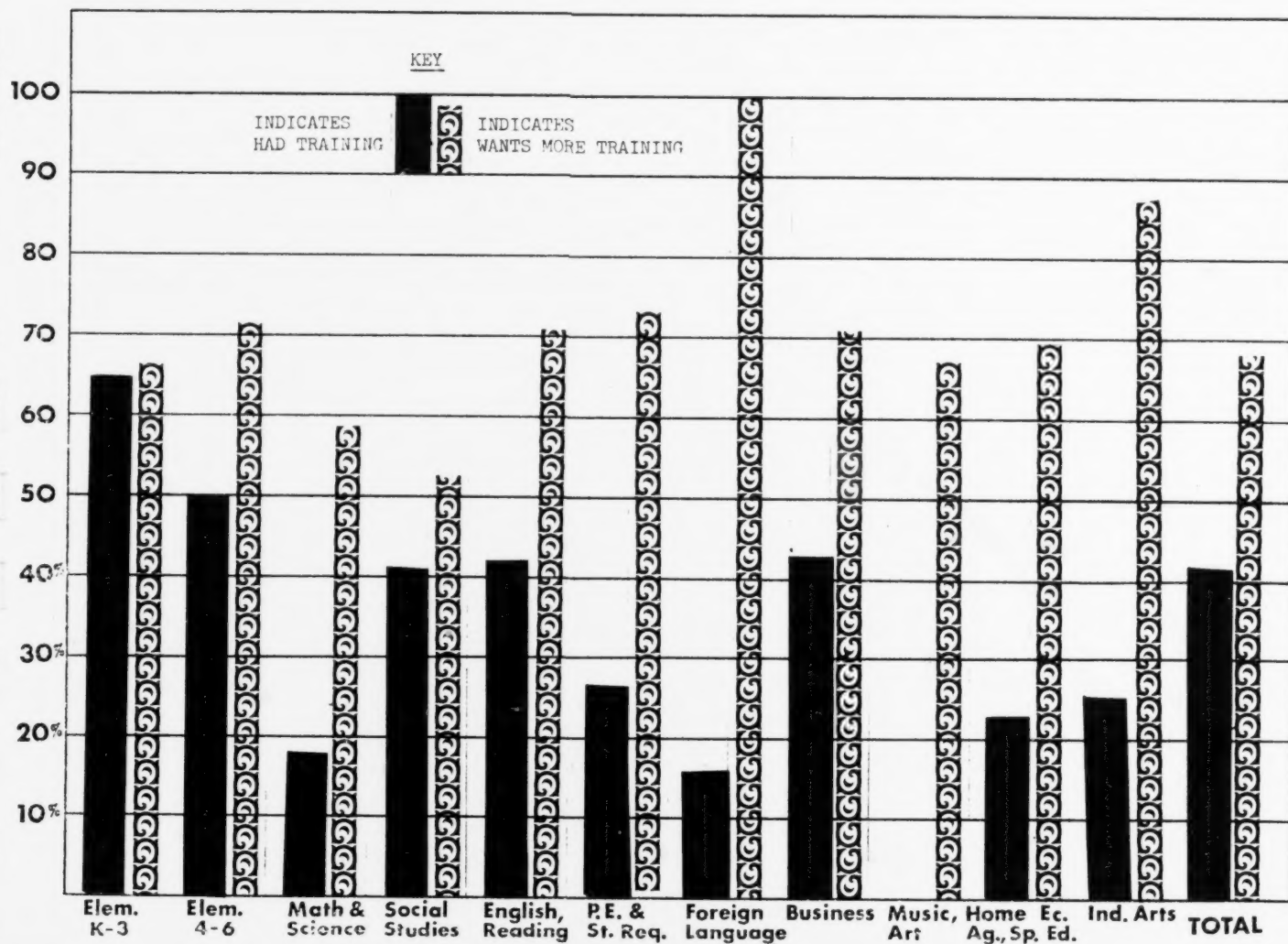
e. use of instructional resource centers?

YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

e. instructional resources?

YES _____ NO _____



A larger percentage of Santa Ana Unified Elementary teachers have had training in the use of instructional resources than Secondary teachers. Teachers at all levels express a desire for more training.

RANCHO-SANTIAGO COMMUNITY COLLEGE DISTRICT TEACHERS

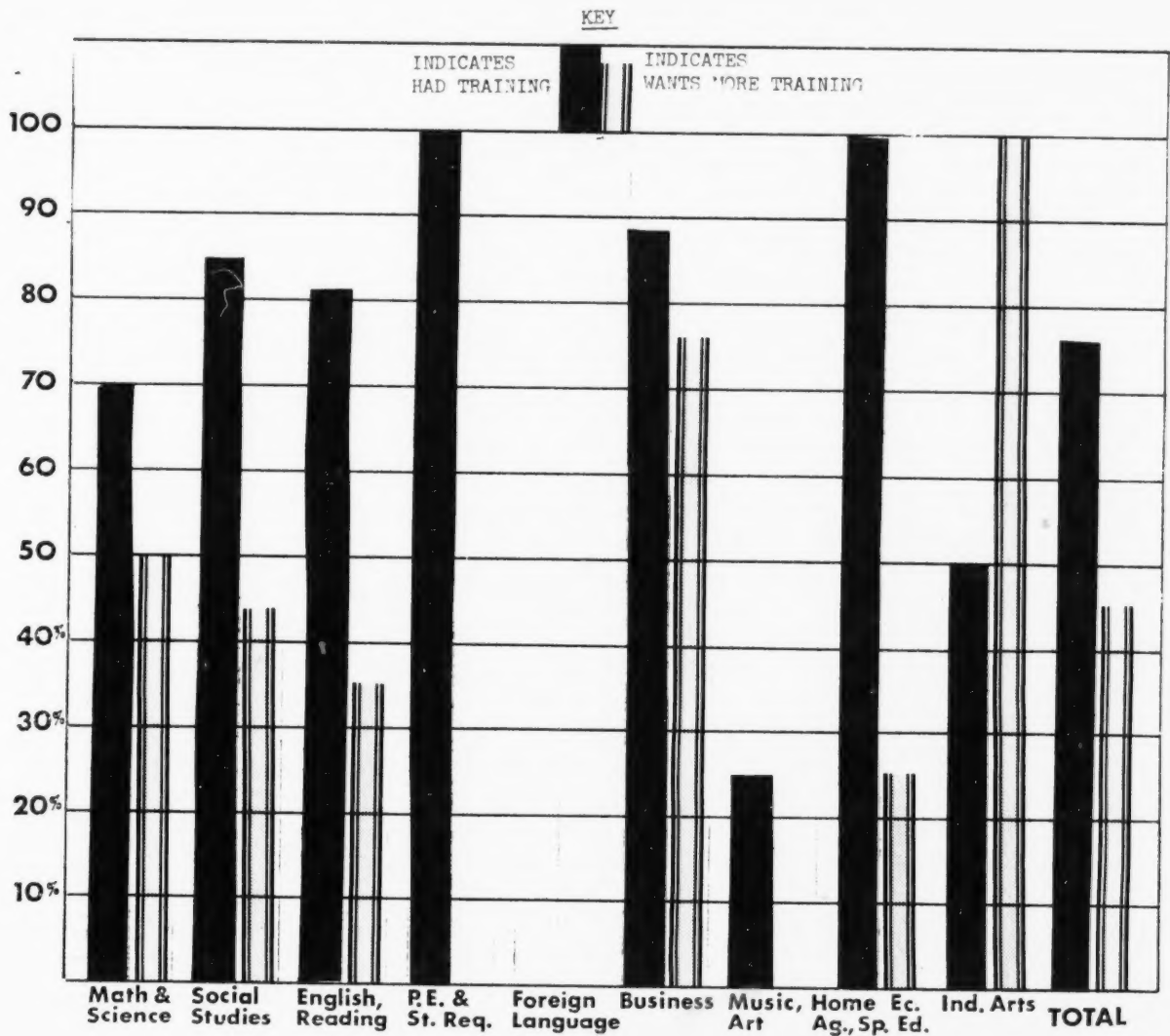
Question:

1. During the past three years have you received any special, inservice or college training on:

a. use of performance objectives? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

a. performance objectives? YES _____ NO _____



A large percentage of teachers at the Community College level have received training in the use of performance objectives. A large number still have expressed a need for more training, particularly the Industrial Arts teachers at this level.

RANCHO-SANTIAGO COMMUNITY COLLEGE DISTRICT TEACHERS

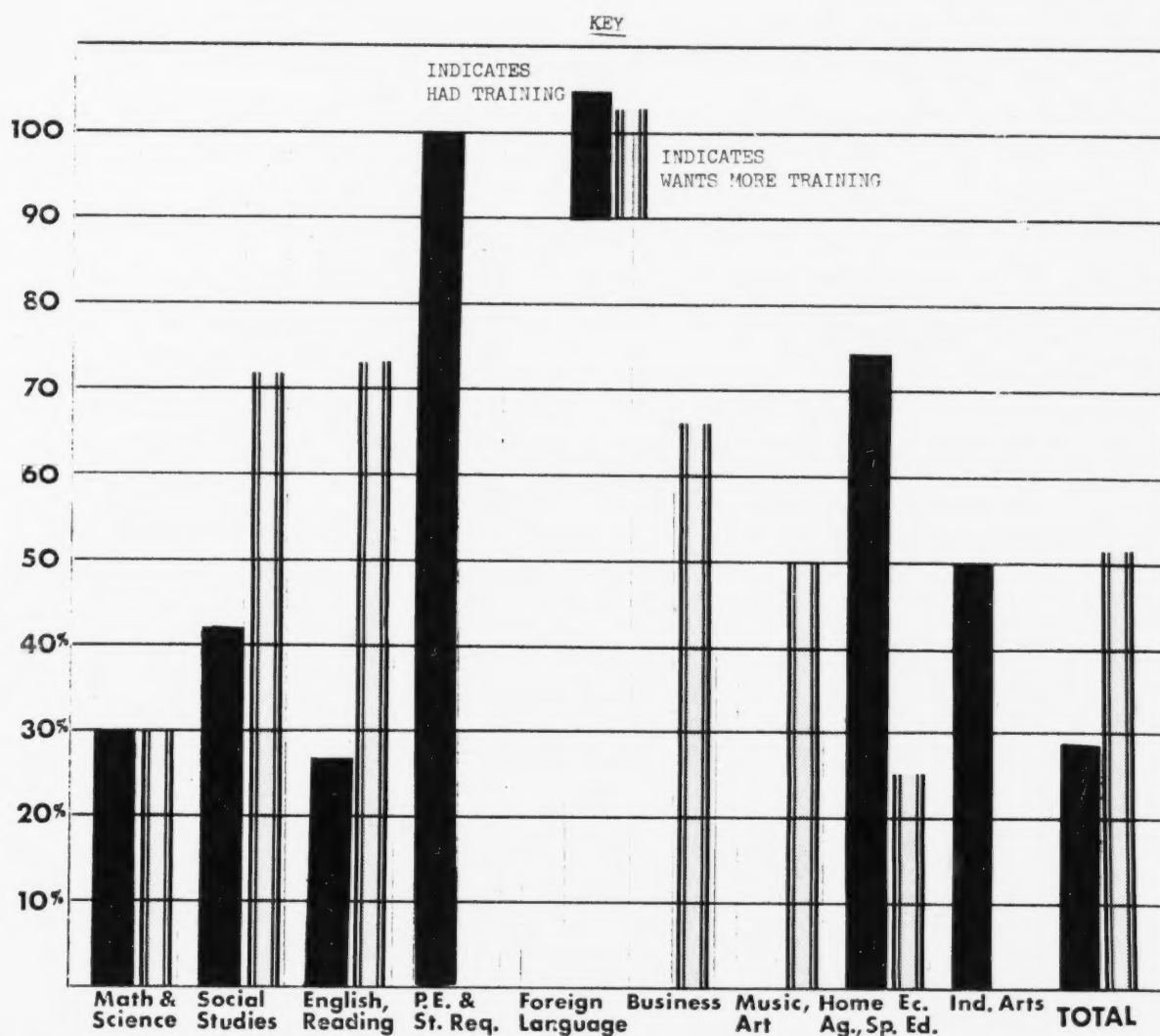
Question:

1. During the past three years have you received any special, inservice or college training on:

b. concepts of career education? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

b. career education concepts? YES _____ NO _____



All departments responding indicate a desire for more inservice training on Career Education concepts with the exception of Home Economics teachers.

RANCHO-SANTIAGO COMMUNITY COLLEGE DISTRICT TEACHERS

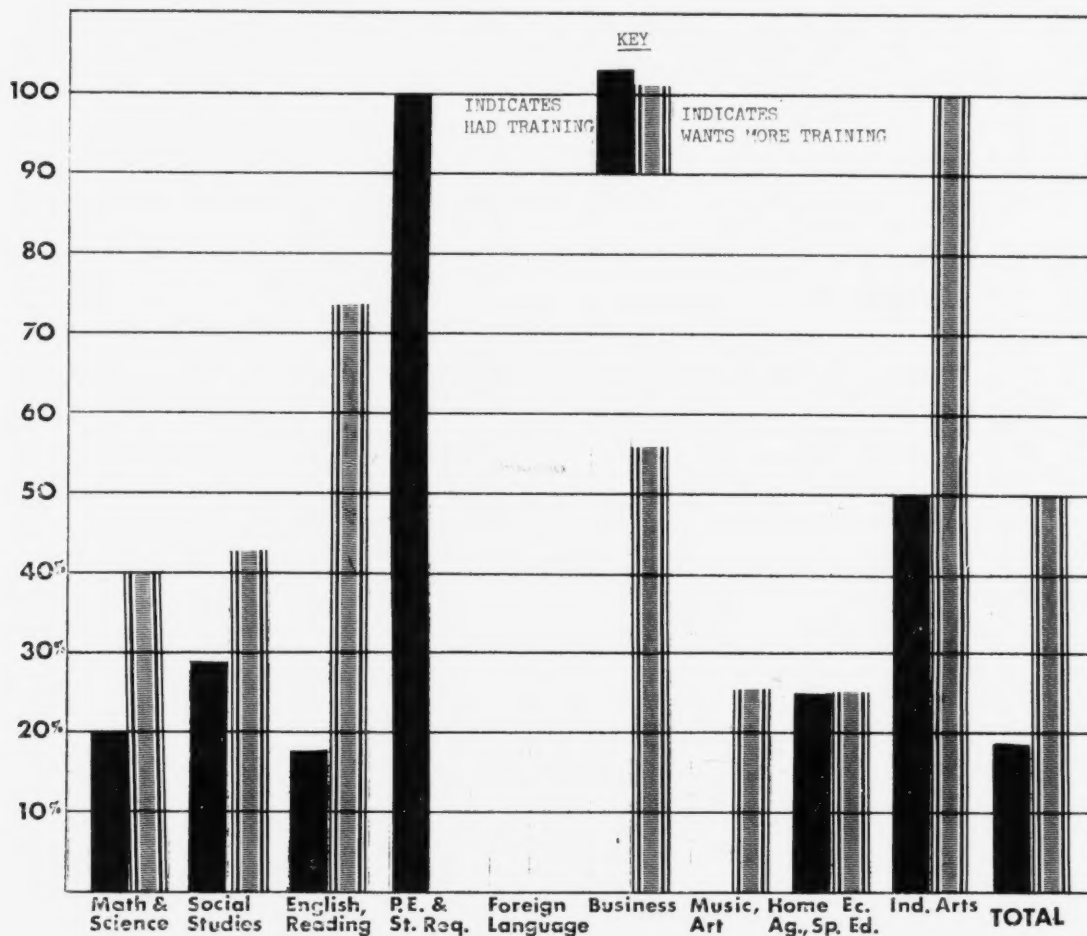
Question:

1. During the past three years have you received any special, inservice or college training on:

c. use of career information and awareness in the classroom? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

c. use of career information? YES _____ NO _____



This chart indicates that all departments responding want more inservice training on the use of career information. English and Reading teachers show the largest difference between "had training" and "want more training".

RANCHO-SANTIAGO COMMUNITY COLLEGE DISTRICT TEACHERS

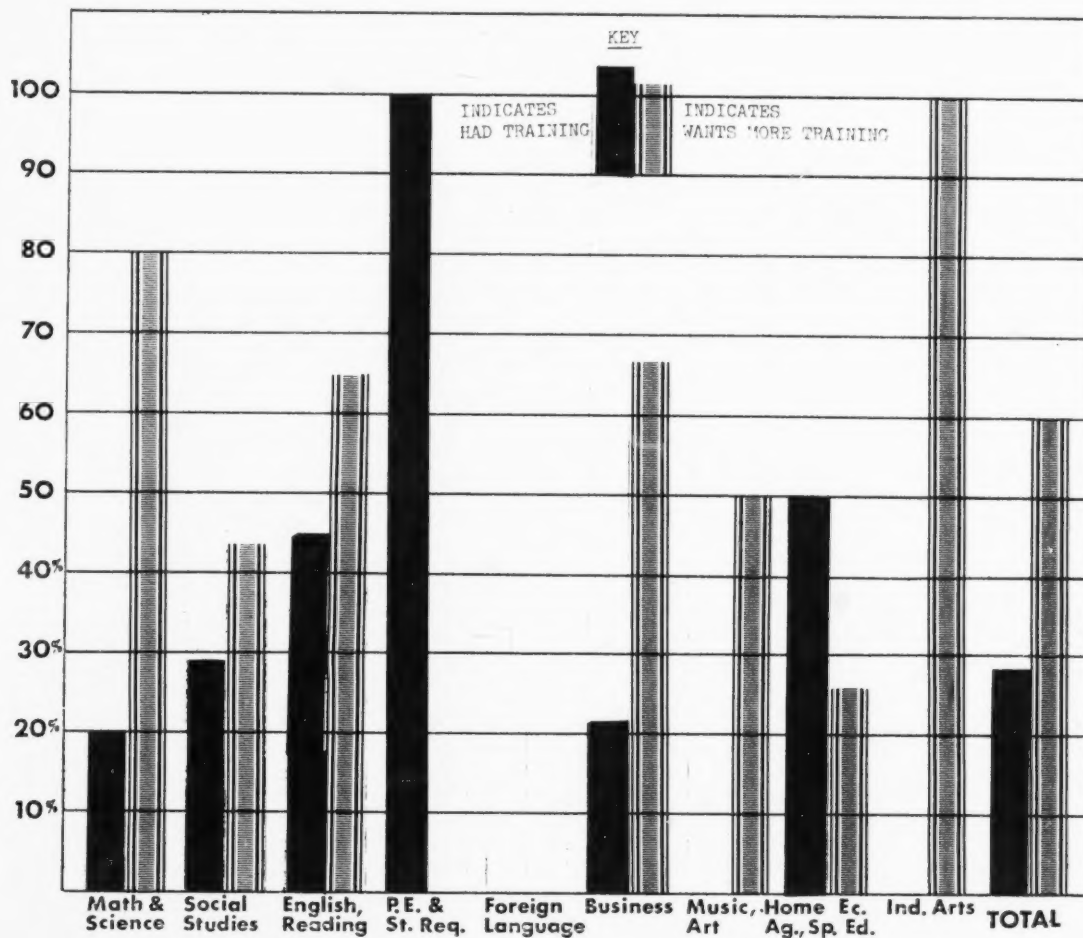
Question:

1. During the past three years have you received any special, inservice or college training on:

d. how to re-design courses to include more career awareness materials? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

d. curriculum re-design? YES _____ NO _____



All areas except Home Economics teachers would like more inservice training on curriculum re-design.

RANCHO-SANTIAGO COMMUNITY COLLEGE DISTRICT TEACHERS

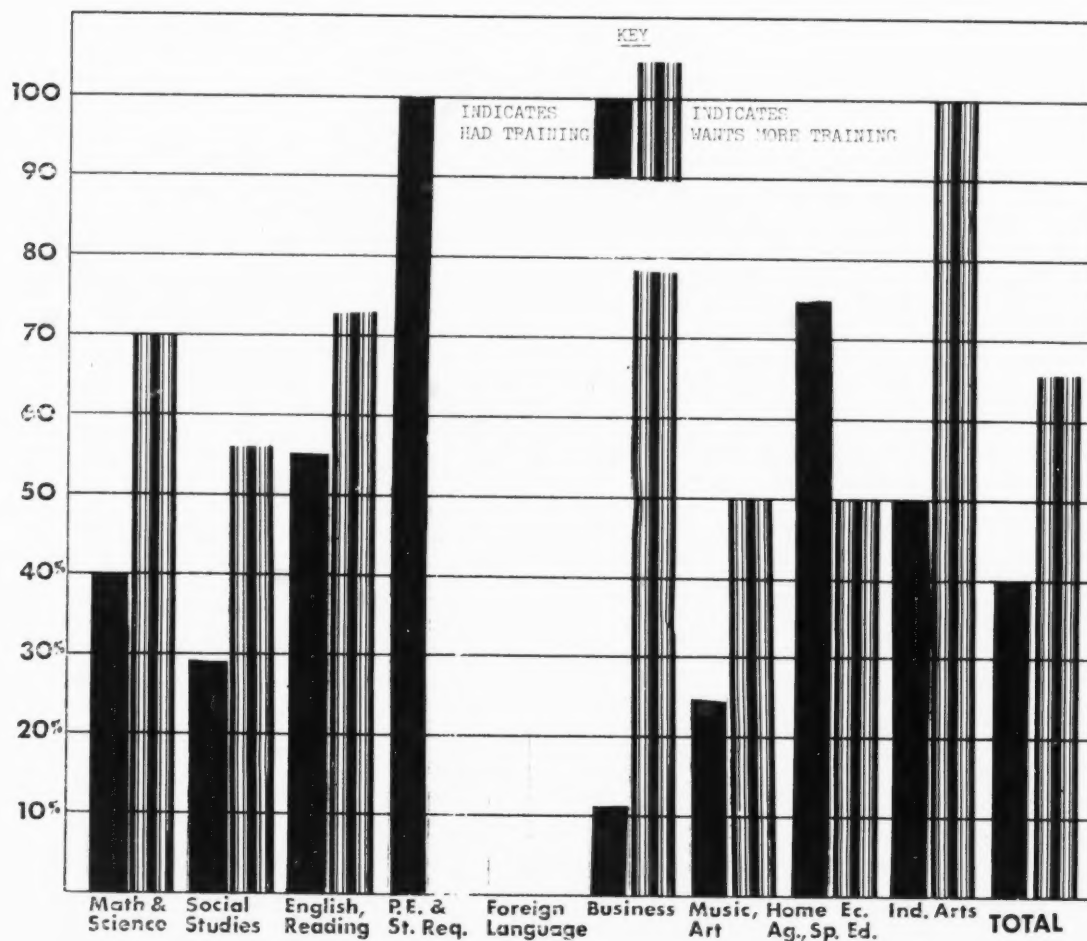
Question:

1. During the past three years have you received any special, inservice or college training on:

a. use of instructional resource centers? YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

c. instructional resources? YES _____ NO _____

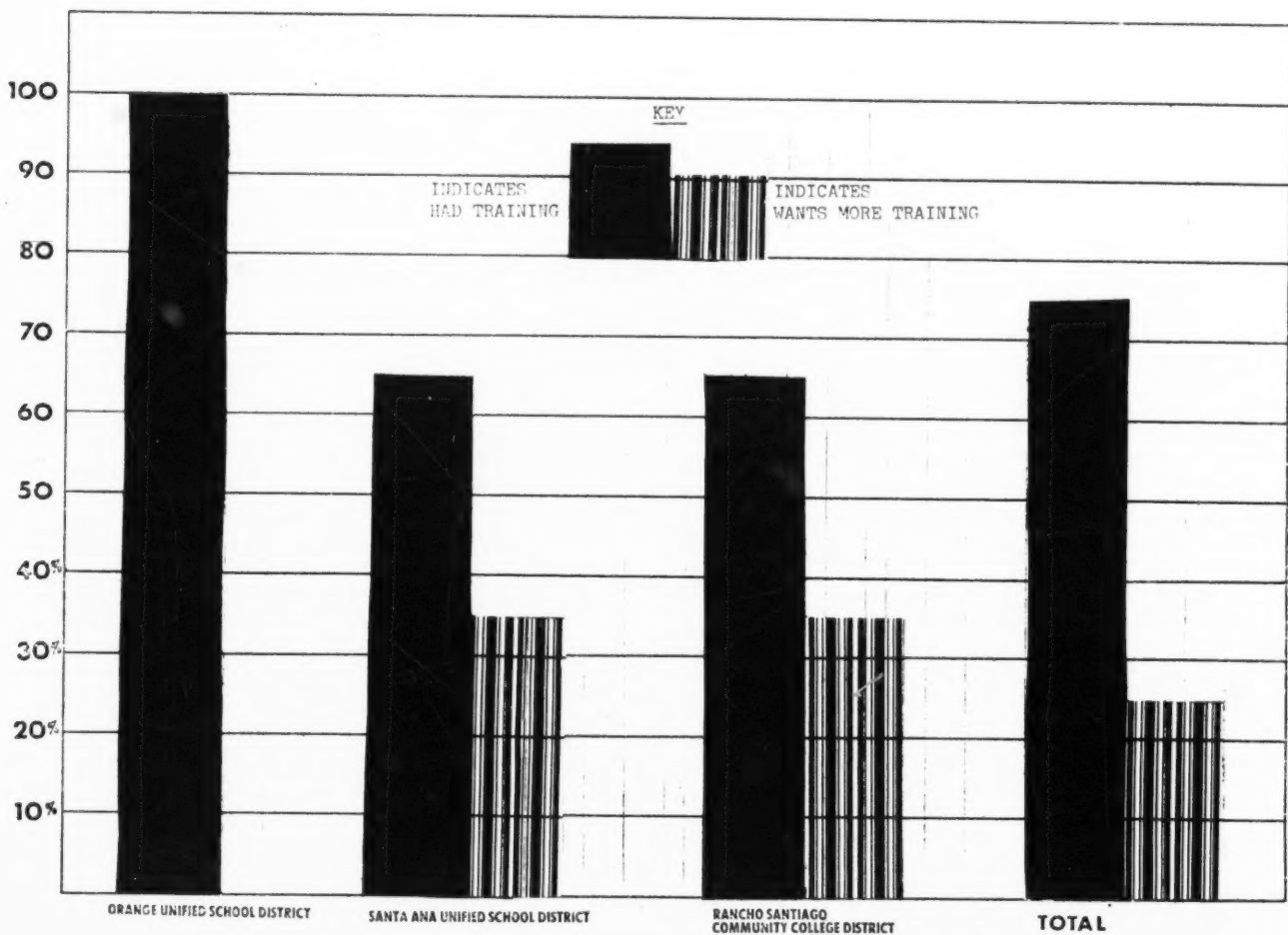


At the Community College level, all subject areas except Home Economics wanted more inservice training on resource centers and instructional resources with the Business Department teachers showing the greatest difference between "had training" and "want more training".

TRI-DISTRICT COUNSELORS

Question:

1. During the past three years have you received any special, inservice or college training on:
 - a. use of performance objectives? YES _____ NO _____
2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:
 - a. Performance objectives? YES _____ NO _____



- 1A Results indicate that 76% of all counselors surveyed have received training during the past three years on performance objectives, with Orange counselors indicating that they all had received training.
- 2A Less than 25% of all counselors surveyed indicated that they would like more training on performance objectives, with Orange counselors feeling that they had already had an adequate background. (See question 1A).

TRI-DISTRICT COUNSELORS

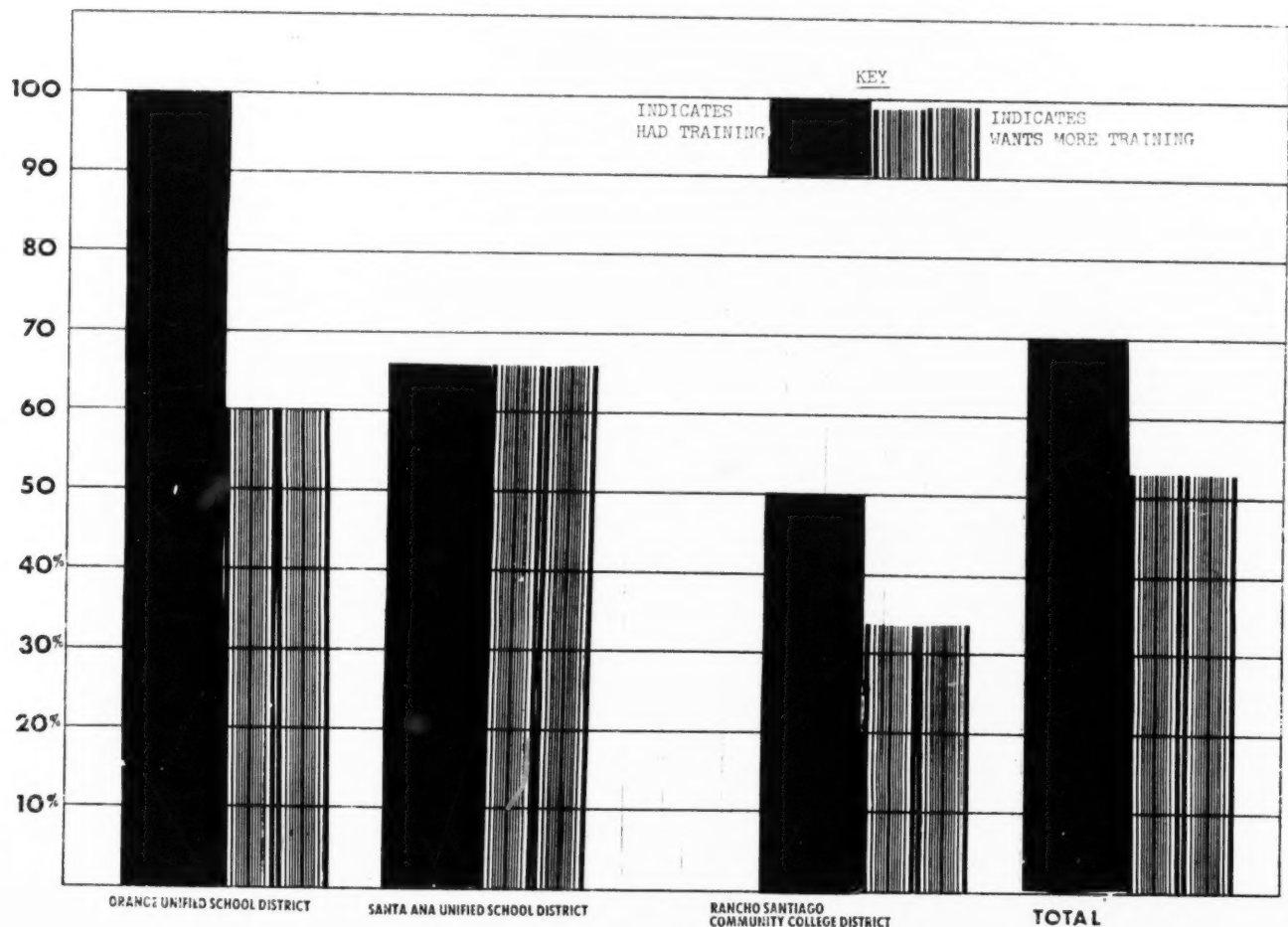
Question:

1. During the past three years have you received any special, inservice or college training on:

a. concepts of Career Education: YES _____ NO _____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

b. Career Education concepts? YES _____ NO _____



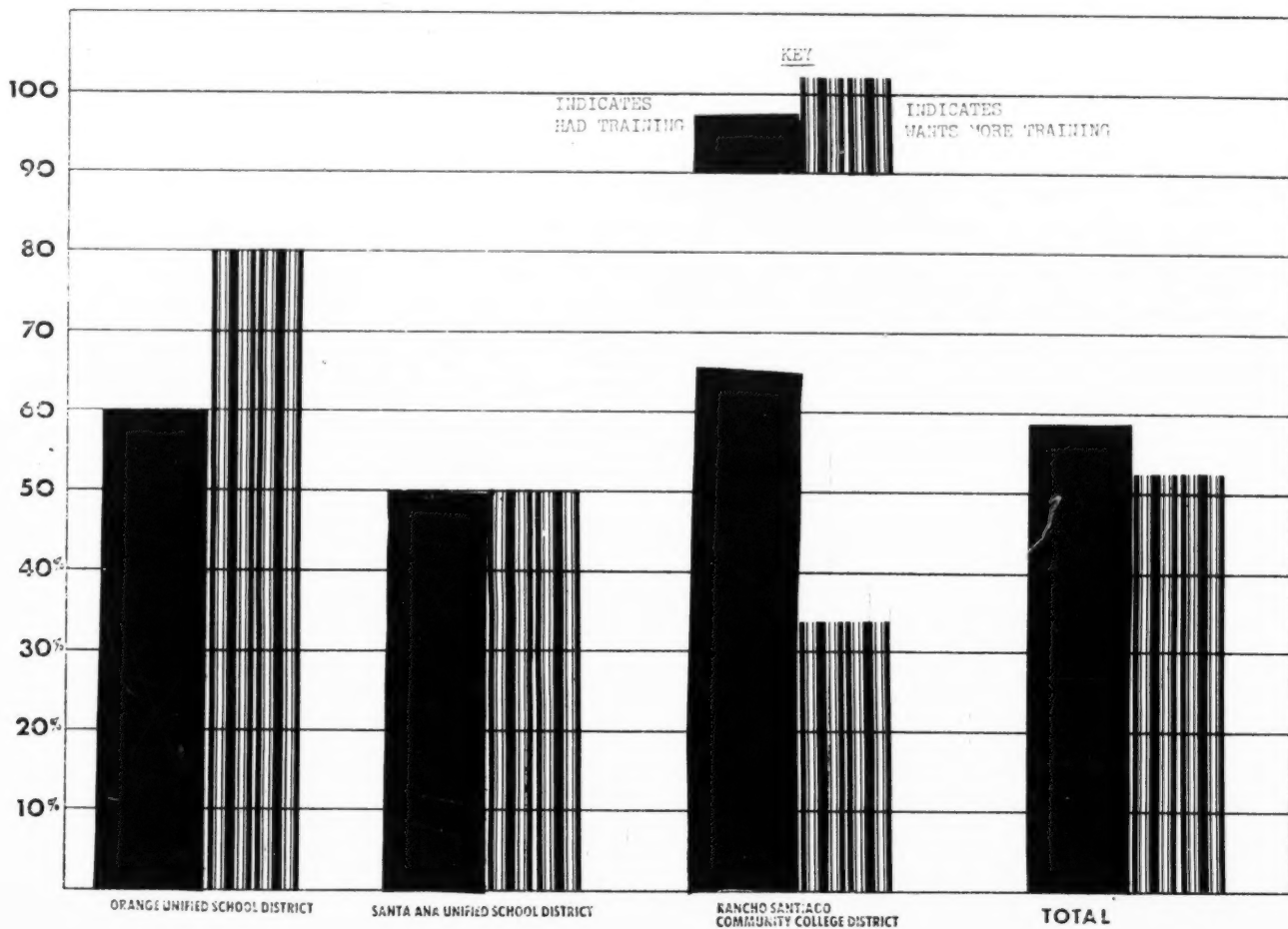
1B 70% of all of the counselors surveyed had received training during the last three years on concepts of Career Education, with Orange counselors indicating 100% training.

2B 53% of all counselors surveyed in the three districts indicated that they wanted more training on Career Education concepts, with the Community College counselors showing a lower percentage which could be reflected in higher response to question 1B.

III-CONTINUING TRAINING OF

Question:

1. During the past three years have you received any special, inservice or college training on:
 - a. use of career information and awareness in the classroom? YES _____ NO _____
2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:
 - a. use of career information? YES _____ NO _____



- 10 59% of all of the counselors surveyed had received training during the past three years on the use of career information in the classroom.
- 20 53% of all counselors surveyed in the three districts indicated that they wanted more training in the use of career information, with 80% of the Orange counselors reflecting a higher need.

THI-DISTRICT COUNSELORS

Question:

1. During the past three years have you received any special, inservice or college training on:

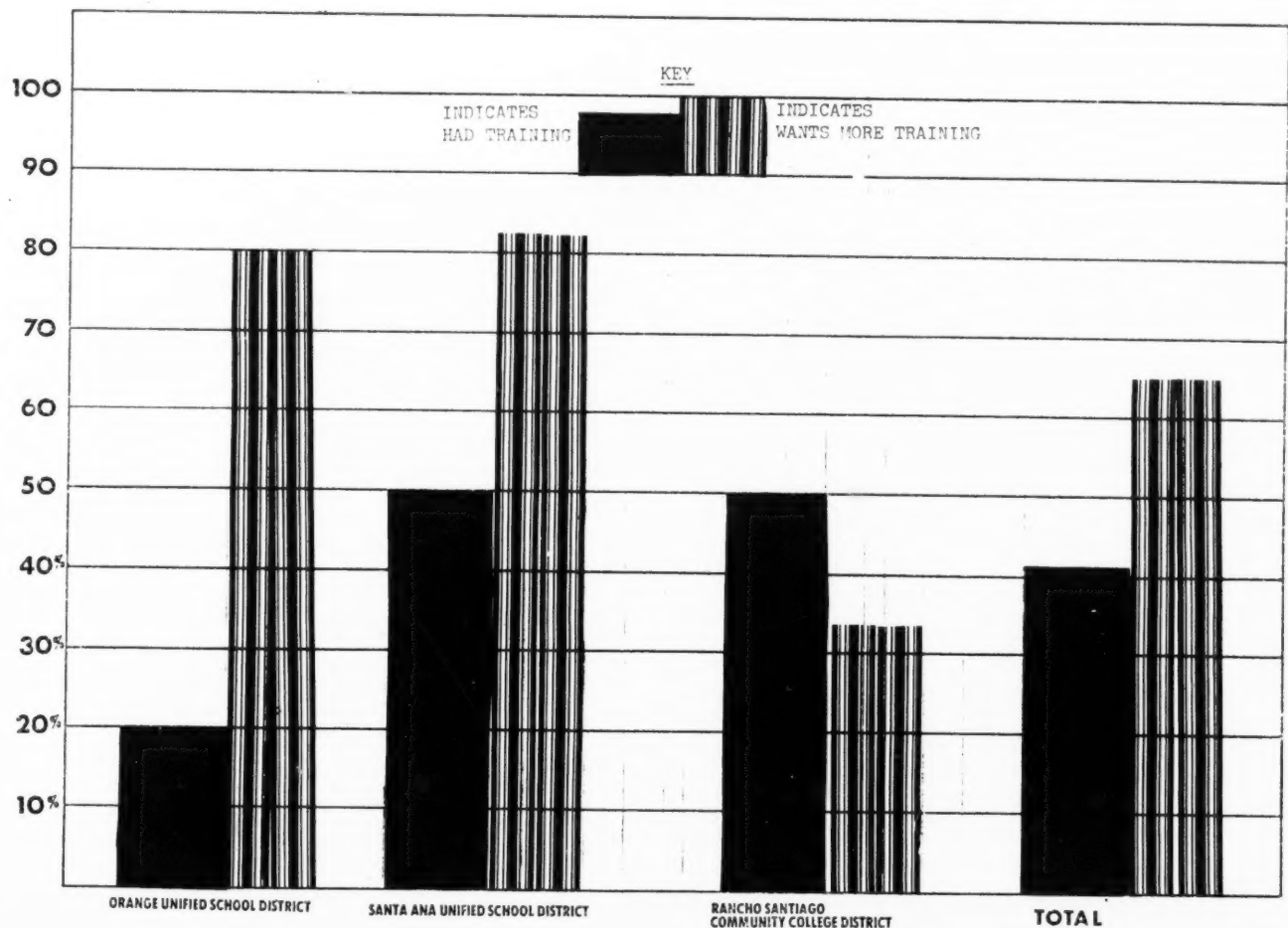
d. how to re-design courses to include more career awareness materials?

YES _____ NO _____

2. Regardless of the answers to each part of question one would you like to have the opportunity to attend special or inservice training sessions on:

d. curriculum re-design?

YES _____ NO _____



1D Less than 50% of all the counselors surveyed had received training on how to re-design courses to include more career courses to include more career awareness materials, with Orange counselors showing a small percentage of 20%.

2D 65% of all counselors surveyed in the three districts indicated that they wanted more training in curriculum design, with high percentages of 80% or more in both Santa Ana and Orange Districts.

TRI-DISTRICT COUNSELORS

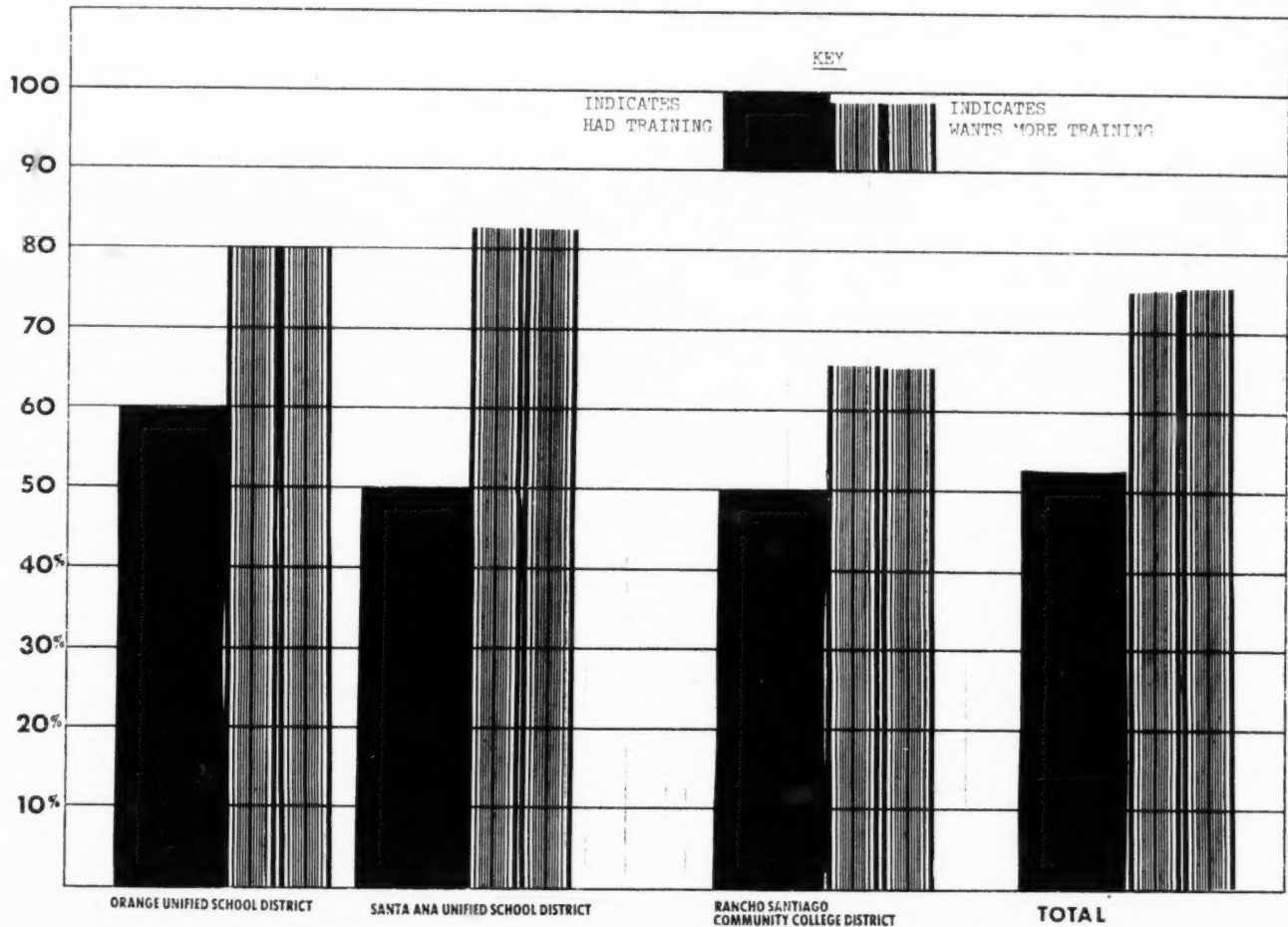
Question:

1. During the past three years have you received any special, inservice or college training on:

e. use of instructional resource centers? YES ____ TO ____

2. Regardless of the answers to each part of question one, would you like to have the opportunity to attend special or inservice training sessions on:

e. instructional resources? YES ____ NO ____



1E A majority (53%) of all counselors surveyed indicated that they had received training on the use of instructional resource centers.

2E 76% of all counselors surveyed in the three districts indicated that they wanted more training in the use of instructional resource centers throughout the three districts.

III-DISTRICT COUNSELORS

Question:

3. Would you be willing to devote more of your planned time than you have in the past to Career Education in your counseling?

YES _____ NO _____

Question:

4. During the past three years, have you developed any materials on Career Education for use in your counseling?

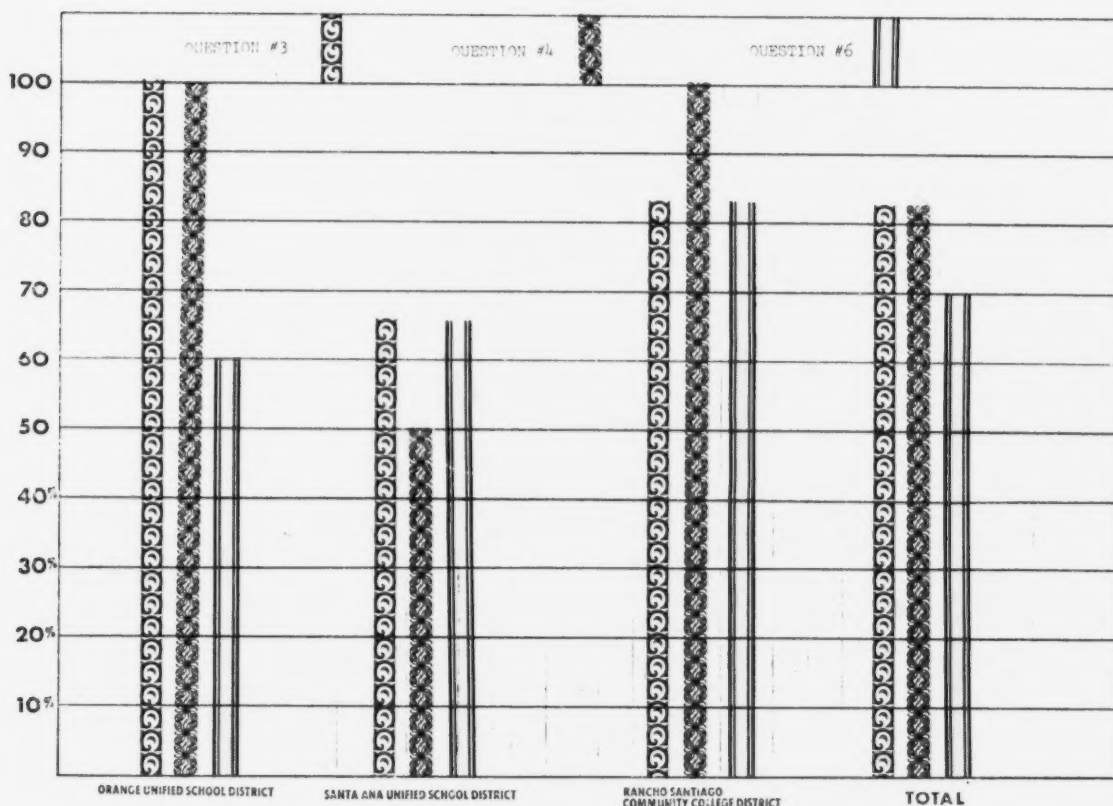
YES _____ NO _____

Question:

6. As a part of your counseling activities, do you attempt to identify individual students' career goals.

YES _____ NO _____

KEY



3. 82% of the counselors surveyed in the three districts indicated that they would be willing to devote more of their planned time to Career Education in their counseling, with a high commitment being reflected by Orange counselors.
4. 82% of all of the counselors surveyed in the three districts have developed during the past three years materials on Career Education for use in their counseling with students, with Orange and Community College counselors showing a percentage of 100%.
6. 70% of the counselors surveyed indicated that they do attempt to identify individual students' career goals.

Dear Graduate:

This survey was designed to enable educators to discover prevailing attitudes toward a new concept in education - Career Education.

The Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District are jointly developing a Career Education Model designed to prepare students and adults for the WORLD OF WORK. This program will be designed to cause the student to develop career awareness, understanding of himself, his interests, desires and capabilities.

Thank you for your assistance with this survey. We value your time and your opinion. Your responses, as given today, will help guide our decision-making and future program planning.

Year of Graduation _____

Presently working: _____ full-time _____ part-time

_____ presently seeking work _____ homemaker

Student: _____ Community College
_____ College or University
_____ Trade or Technical School

Dear Parent:

This survey was designed to enable educators to discover prevailing attitudes toward a new concept in education - Career Education.

The Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District are jointly developing a Career Education Model designed to prepare students and adults for the WORLD OF WORK. This program will be designed to cause the student to develop career awareness, understanding of himself, his interests, desires and capabilities.

Thank you for your assistance with this survey. We value your time and your opinion. Your responses, as given today, will help guide our decision-making and future program planning.

Number of family members attending school: _____

Circle the grade level of each family attending school:

K 1 2 3 4 5 6 7 8 9 10 11 12

Community College

Four-year College or University

Adult Education

Dear Participant:

This survey was designed to enable educators to discover prevailing attitudes toward a new concept in education - Career Education.

The Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District are jointly developing a Career Education Model designed to prepare students and adults for the WORLD OF WORK. This program will be designed to cause the student to develop career awareness, understanding of himself, his interests, desires and capabilities.

Thank you for your assistance with this survey. We value your time and your opinion. Your responses, as given today, will help guide our decision-making and future program planning.

Name of Firm or Company _____

Number of Employees _____

Your Job Title _____

Has your company participated in a work experience program through the local schools? _____

Estimate the percentage of your employees for whom you feel a college degree is needed? _____

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:

You are being asked to read the statement and respond according to the way you feel about the statement.

Please respond to each statement, only once, by making a check in the appropriate column.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Most students should receive supervised on-the-job training and supervision.					
2. Most school administrators should endorse a Career Education Program for their schools.					
3. Developing sound attitudes toward work should be one of the roles of the school.					
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.					
5. Today's school program should specifically prepare students to go to work.					
6. The college-bound student should be exposed to Career Education.					
7. The school and community should work together in developing desirable student work habits and attitudes.					
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.					
9. The counselors and teachers should provide career guidance through individual and group conferences.					
10. If I were a teacher I would like to provide Career Education within the classroom.					
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.					
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.					
14. Would you be willing to take an active part in promoting Career Education in this school district?					
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?					
16. Would you be willing to train students on a non-paid basis for work in your line of business?					
17. Would you care to make any special comments about Career Education's program?					

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

Estimados padres:

El presente es un estudio que se ha diseñado con el objeto de capacitar a los educadores para descubrir las actitudes prevalcientes encaminadas hacia un nuevo concepto en educación - Educación para Profesiones. (Consiste en describir las diferentes profesiones, para ayudar al alumno a descubrir su verdadera vocación).

Los Distritos Escolares Unificados de Santa Ana y Orange y el Distrito del Colegio de la Comunidad Rancho Santiago, están desarrollando mancomunadamente un Modelo de Educación para Profesiones, diseñado con el fin de preparar a los estudiantes y adultos para el MUNDO DEL TRABAJO. Este programa se diseñará para hacer que el estudiante desarrolle su conocimiento de las profesiones y la comprensión de sí mismo, sus intereses, deseos y aptitudes.

Muchas gracias por su ayuda en este estudio. Su tiempo y su opinión tienen un gran valor estimativo para nosotros, y sus respuestas, así como las de hoy, ayudarán a guiar nuestras decisiones y futura planeación del programa.

Número de miembros de la familia que asisten a la escuela: _____

Encierre en un círculo el grado escolar a que asiste cada miembro de la familia:

K 1 2 3 4 5 6 7 8 9 10 11 12

Colegio de la Comunidad

Colegio O Universidad de cuatro años

Educación para Adultos

ESTUDIO DEL PROGRAMA DE EDUCACIÓN PARA PROFESIONES

INSTRUCCIONES:

Por favor lea con cuidado cada declaración, y contestela de acuerdo con lo que Ud. siente.

Conteste cada una sólo una vez, haciendo una marca (✓) en la columna apropiada.

	Firmemente de acuerdo	De acuerdo	No opino	No estoy de acuerdo	Firmemente no estoy de acuerdo
1. La mayor parte de los estudiantes debería de recibir entrenamiento supervisado en el trabajo y supervisión en general.					
2. La mayor parte de los administradores escolares deberían de apoyar un Programa de Educación para Profesionales en sus escuelas.					
3. Desarrollar actitudes sólidas hacia el trabajo, debería de ser uno de los roles de la escuela.					
4. Además de desarrollar actitudes sólidas hacia el trabajo, el Programa de Educación para Profesionales, debería de proveer a los estudiantes con la primera oportunidad para aprender una habilidad, que después pudiera proporcionarles un empleo.					
5. Los programas escolares de la actualidad deberían de preparar a los estudiantes específicamente para el trabajo.					
6. A todos los estudiantes decididos a seguir sus estudios en Colegio o Universidad, debería de hacerseles conocer todo lo referente a Educación para Profesionales.					
7. La escuela y la comunidad deberían de trabajar juntas, para desarrollar los hábitos de trabajo y las actitudes deseadas en el estudiante.					
8. Cada estudiante debería de tener la oportunidad de explorar e identificar las oportunidades de trabajo disponibles para él en la comunidad.					
9. Los consejeros y maestros deberían de proveer una guía sobre profesiones a través de conferencias individuales o en grupo.					
10. Si yo fuera profesor, me gustaría proporcionar a mis alumnos Educación para Profesionales en el salón de clases.					

	Firmemente de acuerdo	De acuerdo	No opino	No estoy de acuerdo	Firmemente no estoy de acuerdo
11. El Programa de Educación para Profesionales, debería de proveer al estudiante la oportunidad de salir de la escuela por parte del día para ir a trabajar, a fin de aprender una habilidad que después pudiera proporcionarle un empleo.					
12. Información sobre los trabajos disponibles del día y colocación de empleos, debería de tenerse a la disposición de todos los estudiantes.					
13. En mi opinión, hay una gran diferencia entre el calibre de los estudiantes en cursos vocacionales, y los registrados en otros cursos escolares.					
14. ¿Querría Ud. tomar parte activa en la promoción de Educación para Profesionales en este distrito escolar?					
15. ¿Estaría Ud. dispuesto a ofrecer sus servicios y/o su negocio para la promoción de Educación para Profesionales?					
16. ¿Estaría Ud. dispuesto a entrenar estudiantes, con base sin paga, en actividades relacionadas con el ramo de sus negocios?					
17. ¿Le interesaría hacer algunos comentarios especiales acerca del Programa de Educación para Profesionales?					

Por favor escriba sus comentarios en el espacio de abajo. En caso de que necesitara espacio adicional, use el reverso de esta hoja.

ATTITUDINAL SURVEY

Graduates, Businessmen, Parents

Based on the responses of Graduates, Businessmen and Parents surveyed, the following statements received the strongest support of all three groups:

Commitment to Career Education

Statement #2

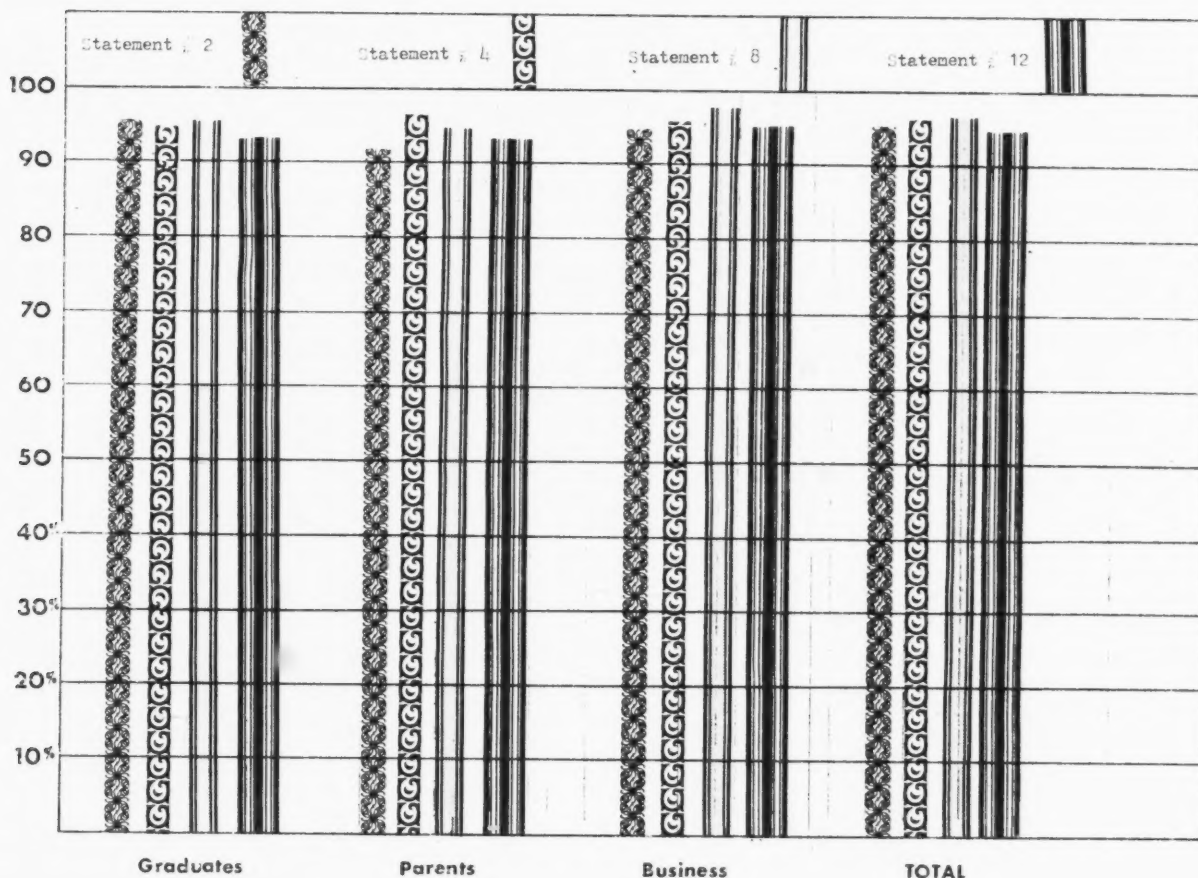
Most school administrators should endorse a Career Education Program for their schools. 95%

Program Opportunities

Statement #4

In addition to developing sound attitudes toward work, the Career Education Program should provide students with an early opportunity to learn an employable skill. 96%

KEY



Guidance Support

Statement #3

Each student should have the opportunity to explore and identify the job opportunities available to him in the community. 97%

Guidance Support

Statement #12

Current job availability and job placement information should be made available to all students. 95%

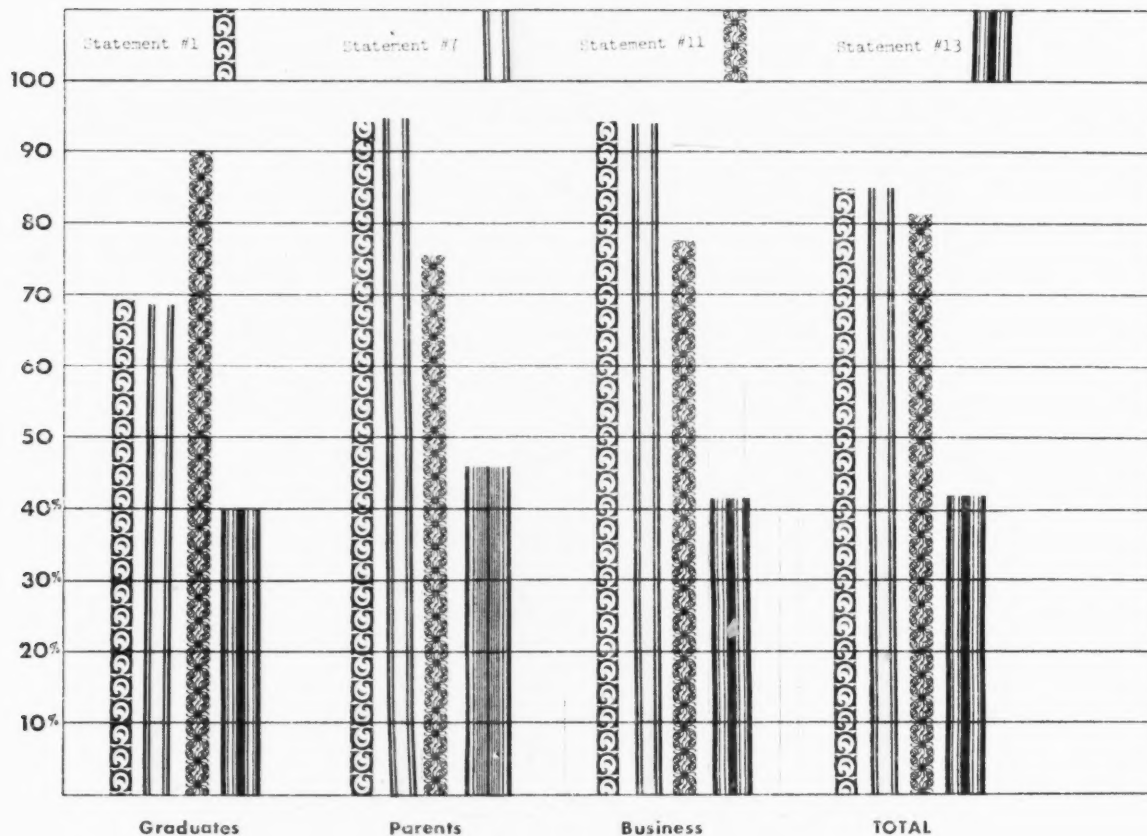
ATTITUDINAL SURVEY

Graduates, Businessmen, Parents

Statement #1 While nearly 70% of the graduates felt that students should receive supervised on-the-job training and supervision, 93% or more of the parents and businessmen responding thought it was a good idea.

Statement #7 While only 63% of the graduates felt that the school and community should work together to develop desirable student work habits and attitudes, 91% or more of the Parents and Businessmen felt it was important.

KEY



Statement #11 While 90% of the Graduates responding wanted the Career Education Program to provide the student with the opportunity to leave school for part of the day to work, in order to learn an employable skill, only 75% of the parents and business men were attuned to the idea.

Statement #13 Generally, responses from the three groups indicated an agreement on the fact that there was a distinct difference between the caliber of the students in vocational courses and students enrolled in other school courses.

COMMUNITY RESOURCES

Dear Participant:

This survey was designed to assess the prevailing opportunities which exist in our community.

The Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District are jointly developing a Career Education Model designed to prepare students and adults for the WORLD OF WORK. This program will be designed to cause the student to develop career awareness, understanding of himself, his interests, desires and capabilities.

Thank you for your assistance with this survey. We value your time and your opinion. Your responses, as given today, will help guide our decision-making and future program planning.

Please the type of organization:

☐ Chamber of Commerce	☐ Private School
☐ Civic Group	☐ Hospital
☐ Professional Organization	☐ Youth Organization
☐ Service Group	☐ Other
☐ Government Organization	_____

COMMUNITY INVENTORY

1. Do you have opportunities within your organization that would provide for student experiences and/or activities, which would enhance their career endeavors?

Yes _____

No _____

2. To what extent are these available?

Never _____

Frequently _____

Very Often _____

Occasionally _____

Continuously _____

3. For what age levels do your opportunities exist?

_____ Pre-school - Grade 6

_____ Grades 7 - 9

_____ Grades 10 - 12

_____ Grades 13 - 14 and beyond

4. Check the appropriate educational media available through your organization.

_____ A. Printed material

_____ B. Audio visual material

_____ C. Speakers

_____ D. Tours

_____ E. Samples

5. Check or list the appropriate types of on-the-job career opportunities available within your facility for students.

_____ A. Exploratory work experience

_____ B. Paid work experience

_____ C. Voluntary work experience

D. Other _____

6. If "on-the-job" career opportunities do not exist within your organization, would you be willing to implement such programs?

Yes _____

No _____

7. What is the advancement potential for a student involved with your organization? Please check your answer.

_____ None

_____ Some

_____ To a considerable degree

8. Which of the following would reflect your greatest benefit from student involvement with your organization? Check or list your response.

_____ A. Being educationally concerned and acting to satisfy a community need.

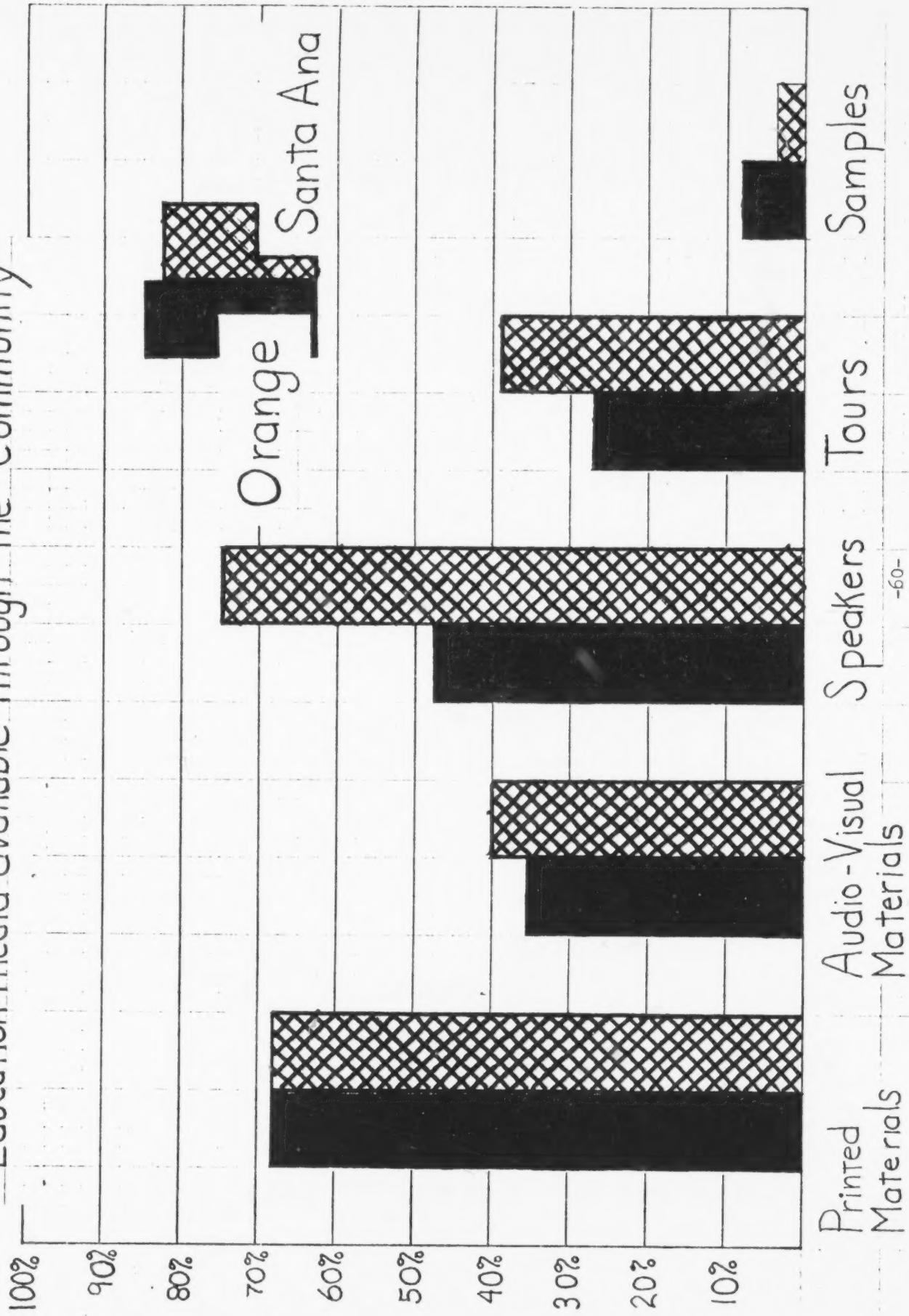
_____ B. Having an inexpensive labor source.

_____ C. Having trained potential full-time employees.

_____ D. Other _____

ADDITIONAL COMMENTS:

Education media available through the Community



STUDENT INVENTORY

W.O.W.

Directions:

This is not a test and we expect everyone to have different answers. You don't need to put your name on this. Below are a few questions for you to think about. After I have read each question to you, put a check in one of the boxes.

1. Do you think there are some jobs that are not important?

yes

☐

no

☐

2. Do you think that most people could do well in more than one job in their lifetime?

yes

☐

no

☐

3. When you have finished high school, will there be different jobs than there are now?

yes

☐

no

☐

4. Does being a girl make a difference in getting a job?

yes

☐

no

☐

5. Does a person's size make a difference in what job he chooses?

yes

☐

no

☐

6. Do you think it will be easier for a person to get a job if the person is neat and clean?

yes

☐

no

☐

7. Does how well you do in school make a difference in what job you can choose?

yes

☐

no

☐

8. Will the job you choose make a difference in how much free time you have?

yes

☐

no

☐

9. Can your hobbies help you choose a job?

yes

☐

no

☐

10. Do you have to go to college to get a good job?

yes

☐

no

☐

11. Does every job have its bad points?

yes

☐

no

☐

12. Do you think that how you feel about yourself might make a difference in picking a job?

yes

☐

no

☐

13. Do you think that most people are happy with their jobs?

yes

☐

no

☐

14. Do you think that the best jobs are the ones in which you make a lot of money?

yes

☐

no

☐

Directions:

Now look at Part II. There are more than two boxes for each question.
After I have read each question to you, put a check in one of the boxes.

1. Which person do you think should choose your future job?

my parents

☐

my teacher

☐

myself

☐

2. A good education will:

get you a lot of money

☐

make you feel important

☐

get you a good job

☐

make you happy in your
work

☐

3. My biggest problem is:

school work

☐

getting along with my friends

☐

getting along with my family

☐

4. People work because:

they want to have money

☐

they like their jobs

☐

they have nothing else to do

☐

STUDENT INVENTORY

Elementary

A large percentage of students (80% or over) feel that:

1. People can do well in more than one job,
2. Jobs will change in the future,
3. Most people are happy with their jobs.

Barely 50% feel that the amount of leisure time a person has is related to his job choice.

A large percentage (68%) feel that a college education is necessary to get a good job.

A large majority (80%) of elementary students feel that they should choose their future jobs. A very small percentage (2%) indicated that their teacher should choose their jobs.

Consistent with question #10 in the student inventory for the Middle School, High School and Community College, 68% of those elementary students responding indicated that a college education is extremely important in getting a good job.

Over 50% of elementary students responding feel that money is the prime motivating force for working.

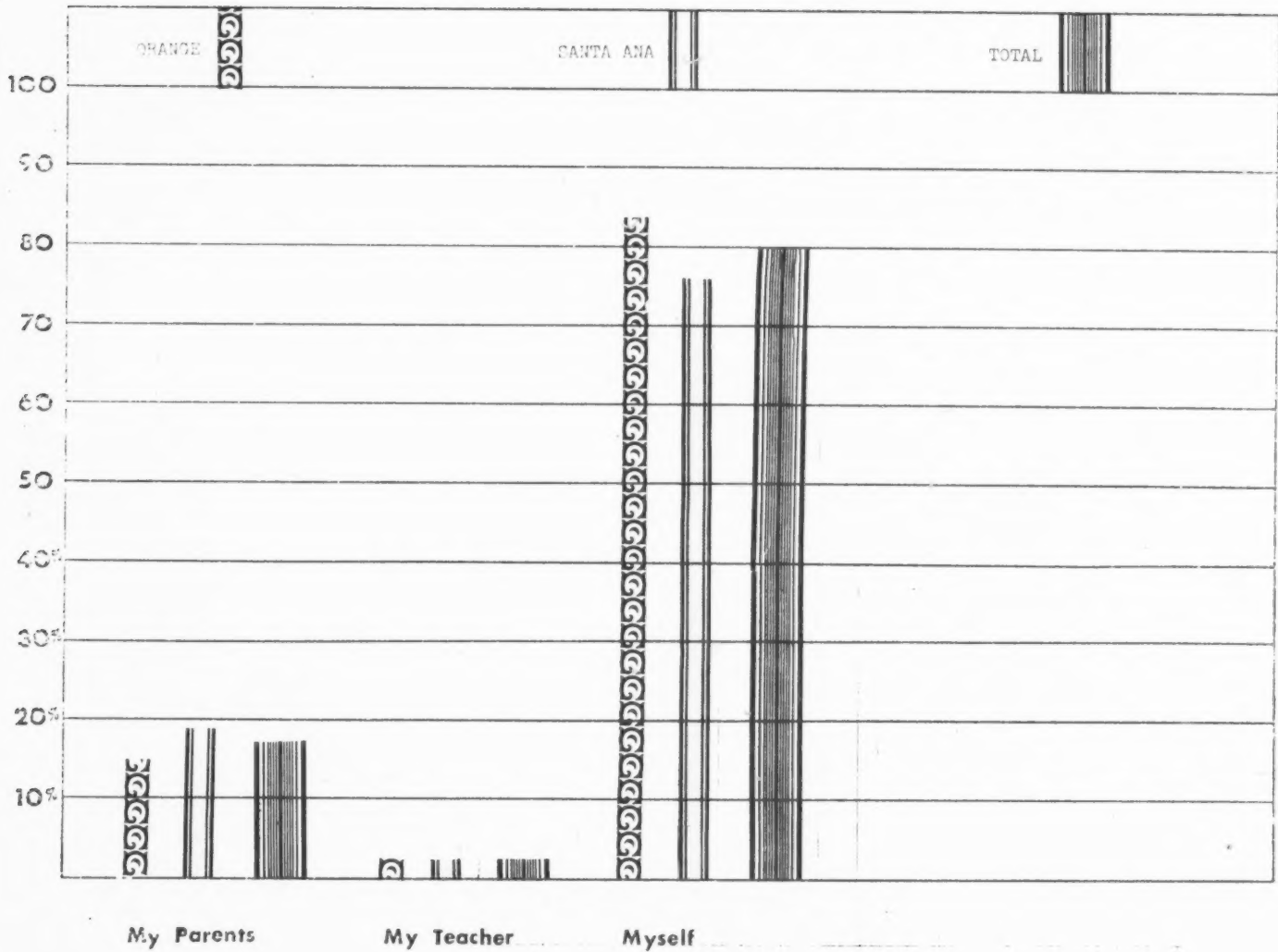
The percentage of responses were about equal for Santa Ana and Orange elementary students.

ELEMENTARY STUDENT SURVEY

Statement # 1 Which person do you think should choose your future job?

- A. My parents
- B. My teacher
- C. Myself

KEY

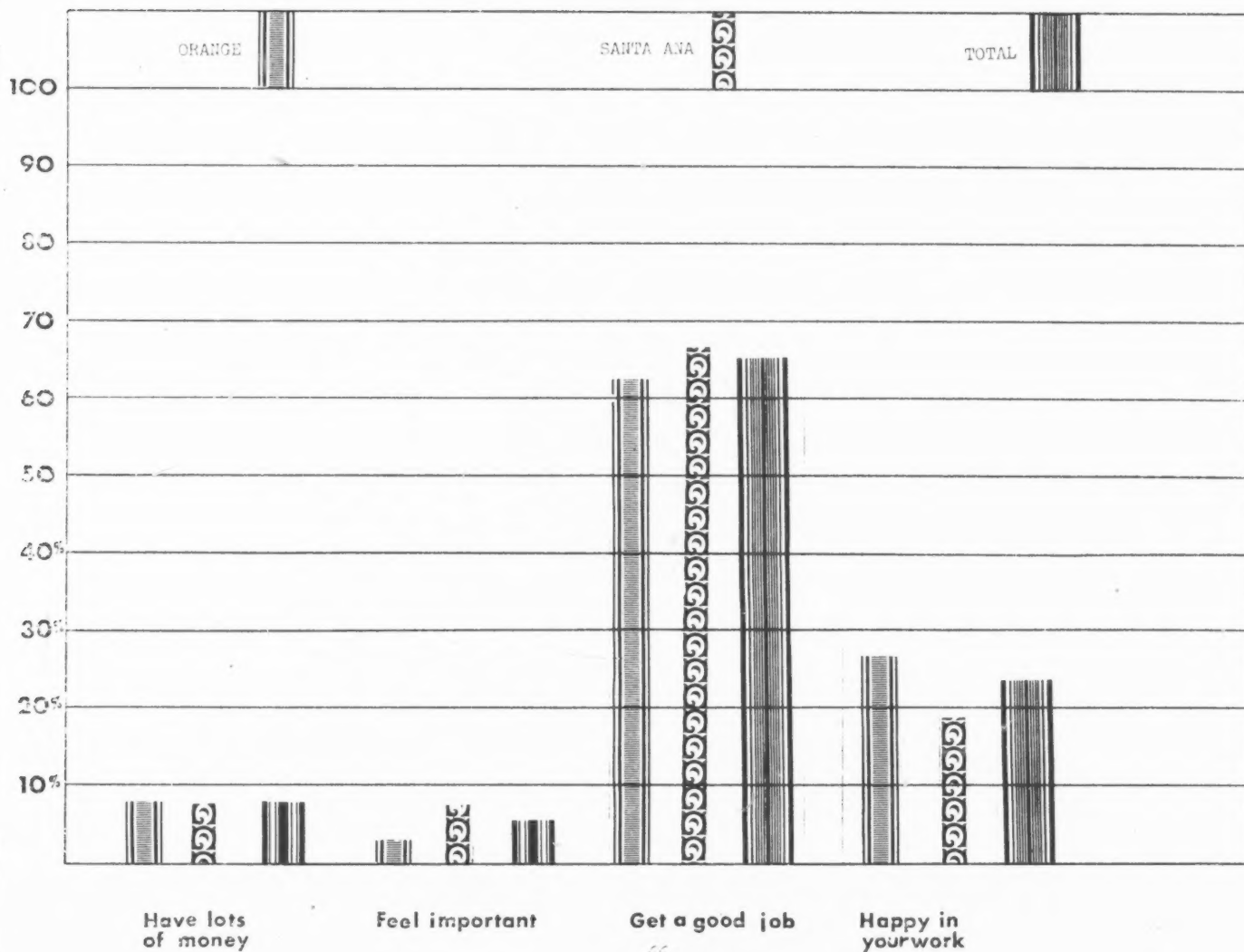


ELEMENTARY STUDENT INVENTORY

Statement # 2 A good education will:

- A. Get you alot of money
- B. Make you feel important
- C. Get you a good job
- D. Make you happy in your work

KEY

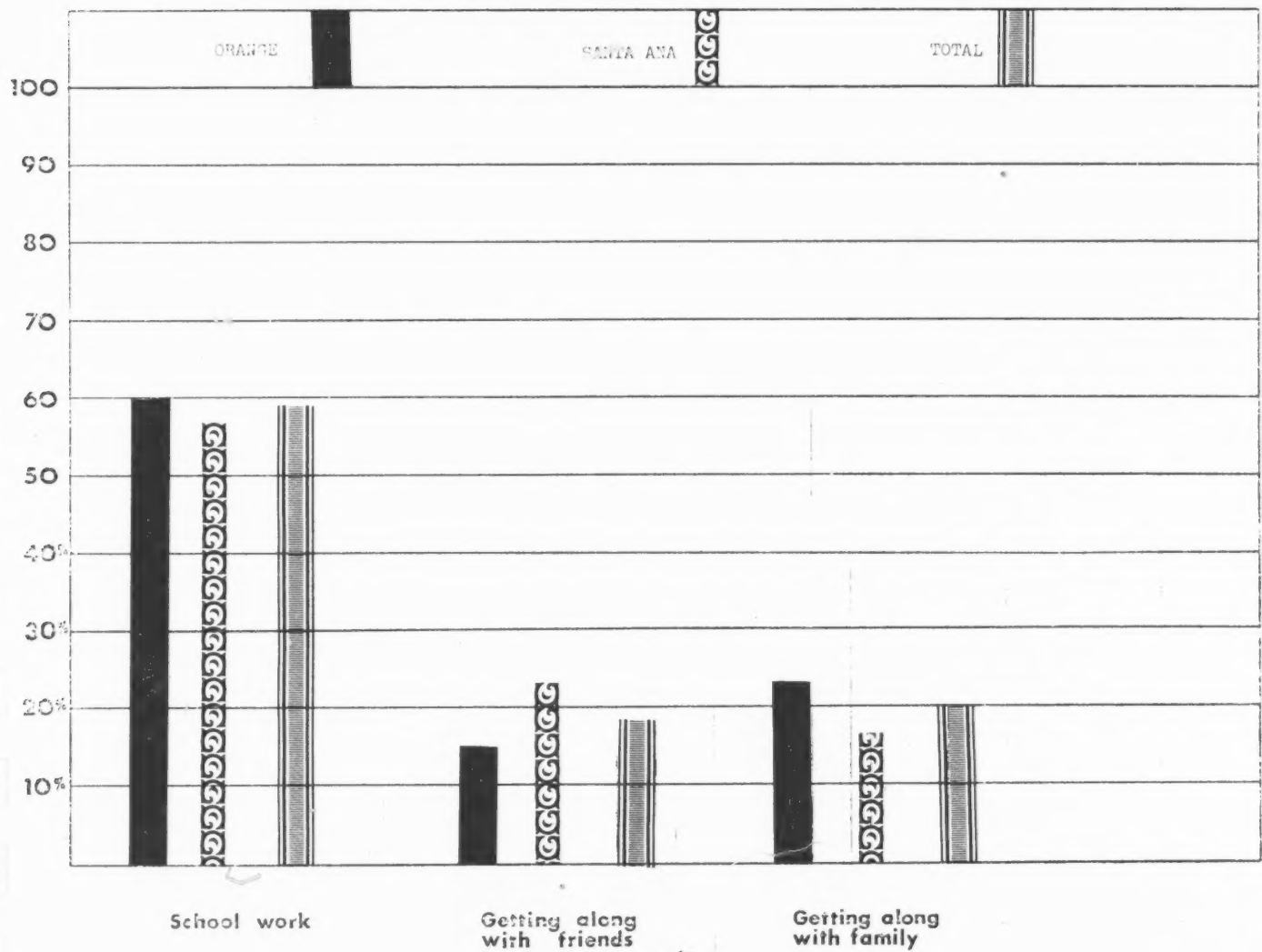


ELEMENTARY STUDENT INTERVIEW

Statement #3: My Biggest Problem Is:

- A. School Work
- B. Getting Along With Friends
- C. Getting Along With Family

KEY



CAREER DEVELOPMENT INVENTORY

School _____ District _____

Grade Level _____ Male _____ Female _____

1. During the past year I have thought about a possible career
 - A. Not at all
 - B. At least once
 - C. Several times
 - D. Many times
2. I get the most help in exploring my career possibilities from
 - A. Teachers
 - B. Counselors
 - C. Parents
 - D. Mass media (books, magazines, TV, movies, radio)
 - E. Other adults
 - F. I get no help at all
3. My choice of a career is
 - A. Very important to me
 - B. Important to me
 - C. Not so important to me
 - D. I could care less
4. I am most interested in the following school subject areas:
(Indicate first choice only)
 - A. Agriculture science
 - B. Business Education (Merchandising)
 - C. English
 - D. Music - Fine Arts
 - E. Foreign Language
 - F. Home Economics
 - G. Health Science
 - H. Mathematics
 - I. Physical Education
 - J. Social Science
 - K. Industrial Arts
 - L. Food Services
5. To be successful in my classes, I need the most help in
 - A. Acquiring study skills
 - B. Completing course assignments
 - C. Earning satisfactory grades
 - D. Maintaining satisfactory citizenship ratings
 - E. Using time wisely

6. I chose my electives because
- A. I want to be with my friends
 - B. I like the teacher
 - C. I like the subject
 - D. These electives will be helpful to a future career
 - E. I do well in these areas
7. During the past year, my teachers related the subject of the class to the world of work
- A. Often
 - B. Occasionally
 - C. Rarely
 - D. Never
8. During the past year the class in which I received the most information about the world of work was
- (Use List A-L from item No. 4.)
9. Based upon the facts I have now, my plans for the future are
- A. No definite plans right now
 - B. To go right to work with no further education
 - C. To graduate from high school and go right to work with no further education
 - D. To graduate from high school and become a housewife
 - E. To graduate from high school and work for a company which will train me on the job or send me to school
 - F. To graduate, then enter military service and go to school there
 - G. To enter military service and go to school after I get out
 - H. Attend a private technical, trade, business or beautician school
 - I. To take some junior college or adult education courses
 - J. To complete a junior college program (degree or certificate)
 - K. Go to a junior college and then transfer to a four-year college
 - L. Go right to a four-year college or university
10. I need the most help with
- A. Tests that will help me with my career plans and decisions
 - B. High school course selection
 - C. Personal problems
 - D. Jobs or occupations after high school
 - E. College or college plans
11. In planning my career, I need the most help with
- A. Training requirements
 - B. Salaries and pay scales
 - C. Work and social roles
 - D. Job skills and behaviors
 - E. Job trends and opportunities
 - F. All of the above

12. I am most interested in
- A. Outdoor work
 - B. Mechanical work
 - C. Working with numbers
 - D. Scientific work
 - E. Work with my hands
 - F. Sales work, advertising, public relations
 - G. Work that uses my artistic ability
 - H. Work that uses my musical ability
 - I. Work that involves reading and writing
 - J. Work in which I am of direct service to other people
 - K. Secretarial or clerical type of work
 - L. I do not know
13. In the occupational field I chose in item 10, I can name _____ jobs within the field.
- A. 1 or 2
 - B. 3 or 4
 - C. 5 or more
14. I think my strongest aptitude is
- A. Verbal (ability to work well with and understand written material)
 - B. Numerical (ability to work well with numbers and mathematics)
 - C. Physical (ability to use my hands and body well)
 - D. Spatial (ability to picture something in my mind from a drawing)
 - E. Clerical (ability to work well with other people)
 - F. Mechanical (ability to work well with machines or tools)
 - G. Social (ability to work well with other people)
 - H. Scientific (ability to apply knowledge or technical skill in a systemized manner)
 - I. Sales (ability to communicate well with others for the purpose of selling ideas or goods)
15. How sure am I that my response to question "2" really is my strongest aptitude?
- A. Certain
 - B. Very sure
 - C. A little uncertain
 - D. Very uncertain
16. My strongest work skills are
- A. Using special tools and machines
 - B. Following directions
 - C. Getting along with people
 - D. Using data (words and numbers)
 - E. Completing assigned tasks on time
 - F. Two or more of these
 - G. I do not know
17. My leisure time activities are related to my school subjects
- A. To a great extent
 - B. Somewhat
 - C. Not at all

STUDENT INVENTORY

Middle School / High School / Community College

Percentage of response for Middle and High Schools to each question was comparatively equal. Larger differences are found in the Community College responses.

Community College response on Question #10 ("I need most help with jobs or occupations after high school.") is noticeably lower than either Middle or High School.

A low percentage of students at all three levels felt that they received much more help in exploring career possibilities from parents and media than from teachers and counselors. Counselors at the Middle School level are extremely low in this area, with those at the High School level doing a somewhat better job. (Question 2, A-D).

A large percentage (up to 20% of students feel that they get no help at all in this area of explaining career possibilities. (Question 2 F).

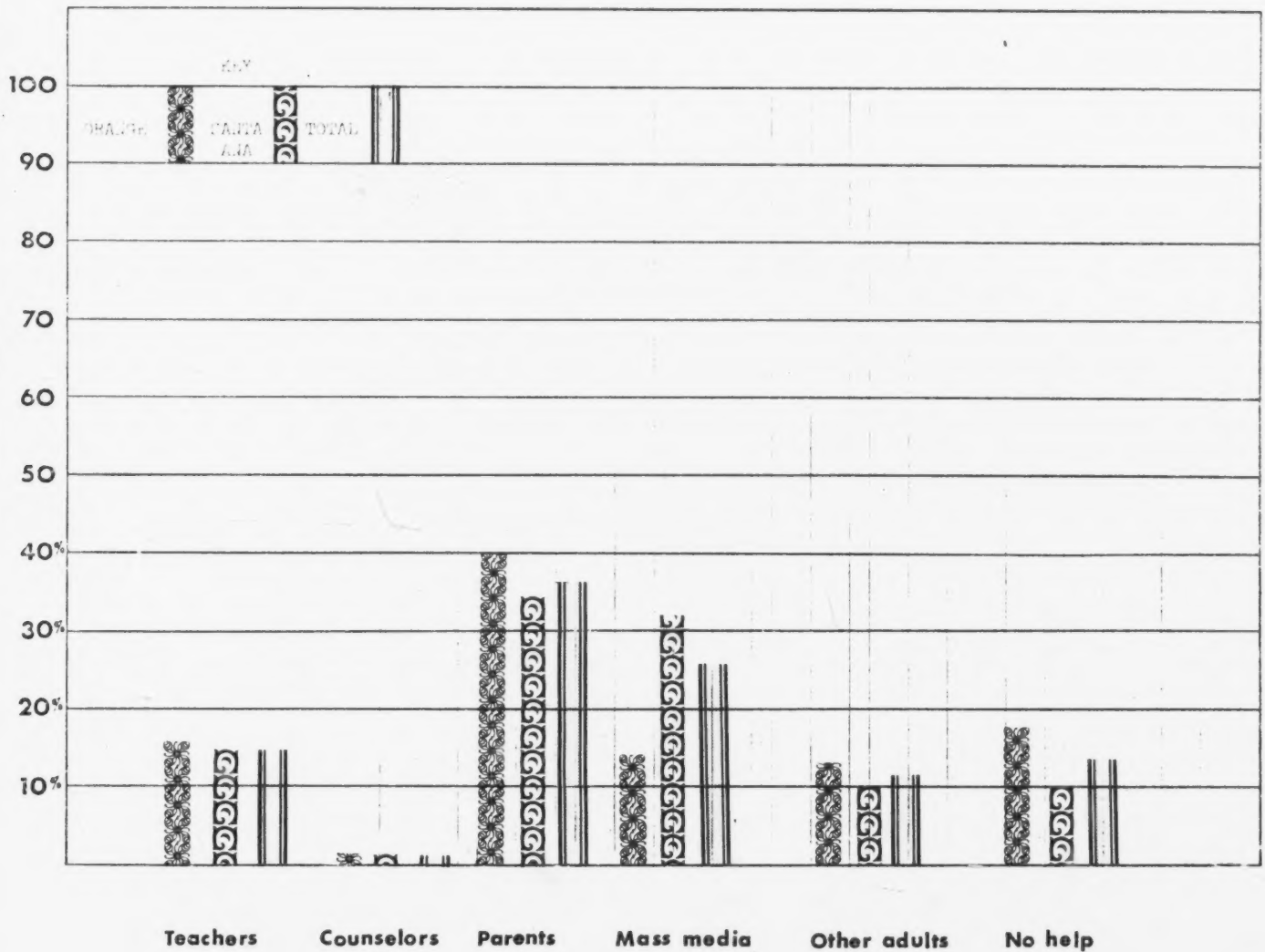
Without question, the area of career choice is extremely important to students at all levels. Up to 90% of students responding indicate that this area as being important or very important to them. (Question 3 a,b).

A greater percentage of pupils chose electives in relation to career choice at the High School level than at the Middle School level. This figure increases at the Community College level.

ATTACHMENT INVENTORY-MIDDLE SCHOOL-GRADES 7-8

Question #2- I get the most help in exploring my career possibilities from

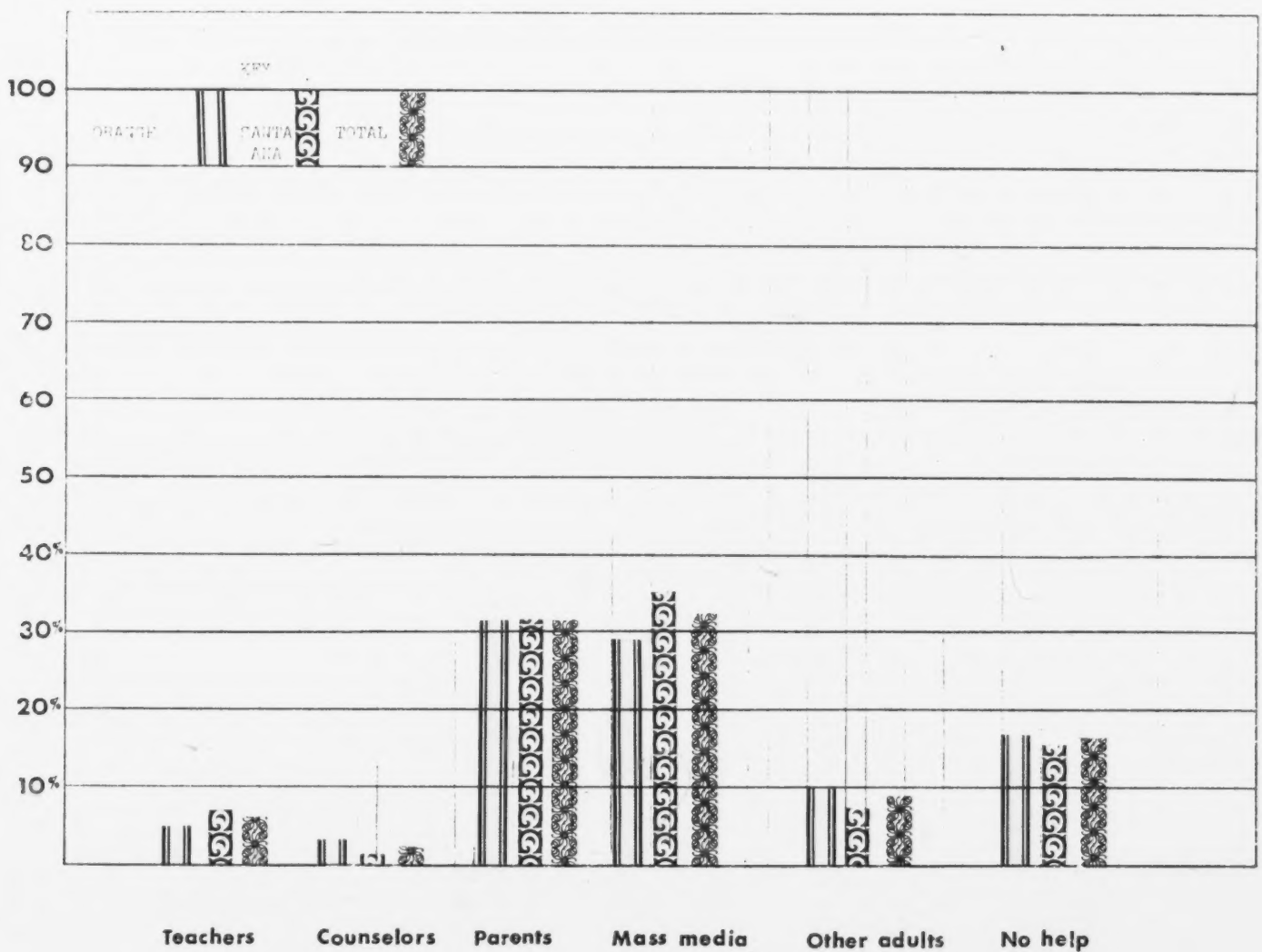
- A. Teachers
- F. Counselors
- C. Parents
- D. Mass Media (books, magazines, TV, movies, radio)
- E. Other Adults
- F. I get no help at all



STUDENT INVENTORY - HIGH SCHOOL - GRADY 9-10

Question #2- I get the most help in exploring my career possibilities from

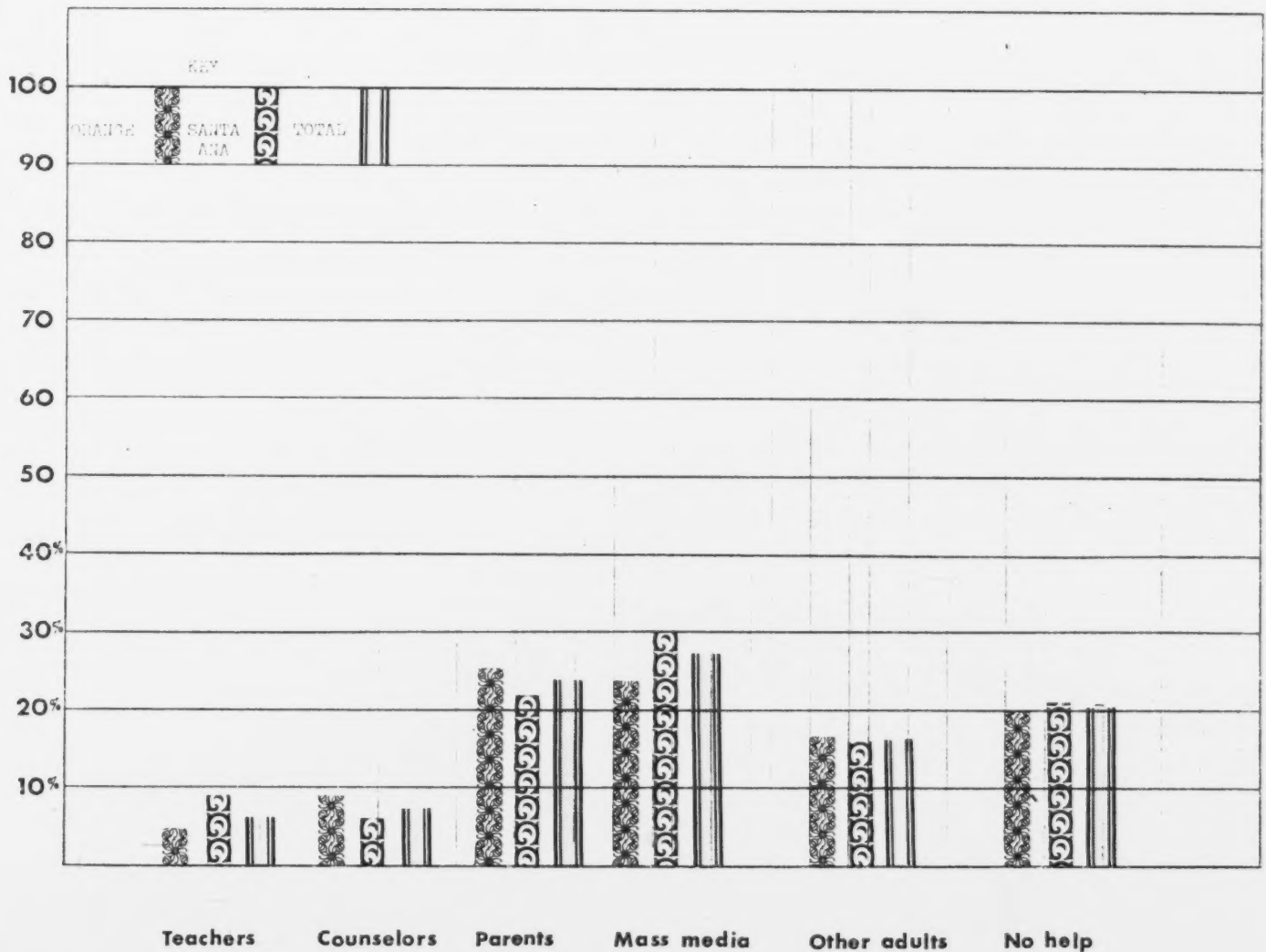
- A. Teachers
- B. Counselors
- C. Parents
- D. Mass Media (books, magazines, TV, movies, radio)
- E. Other Adults
- F. I get no help at all



STUDENT INVENTORY - HIGH SCHOOL - YEARS 11-12

Question #2- I get the most help in exploring my career possibilities from

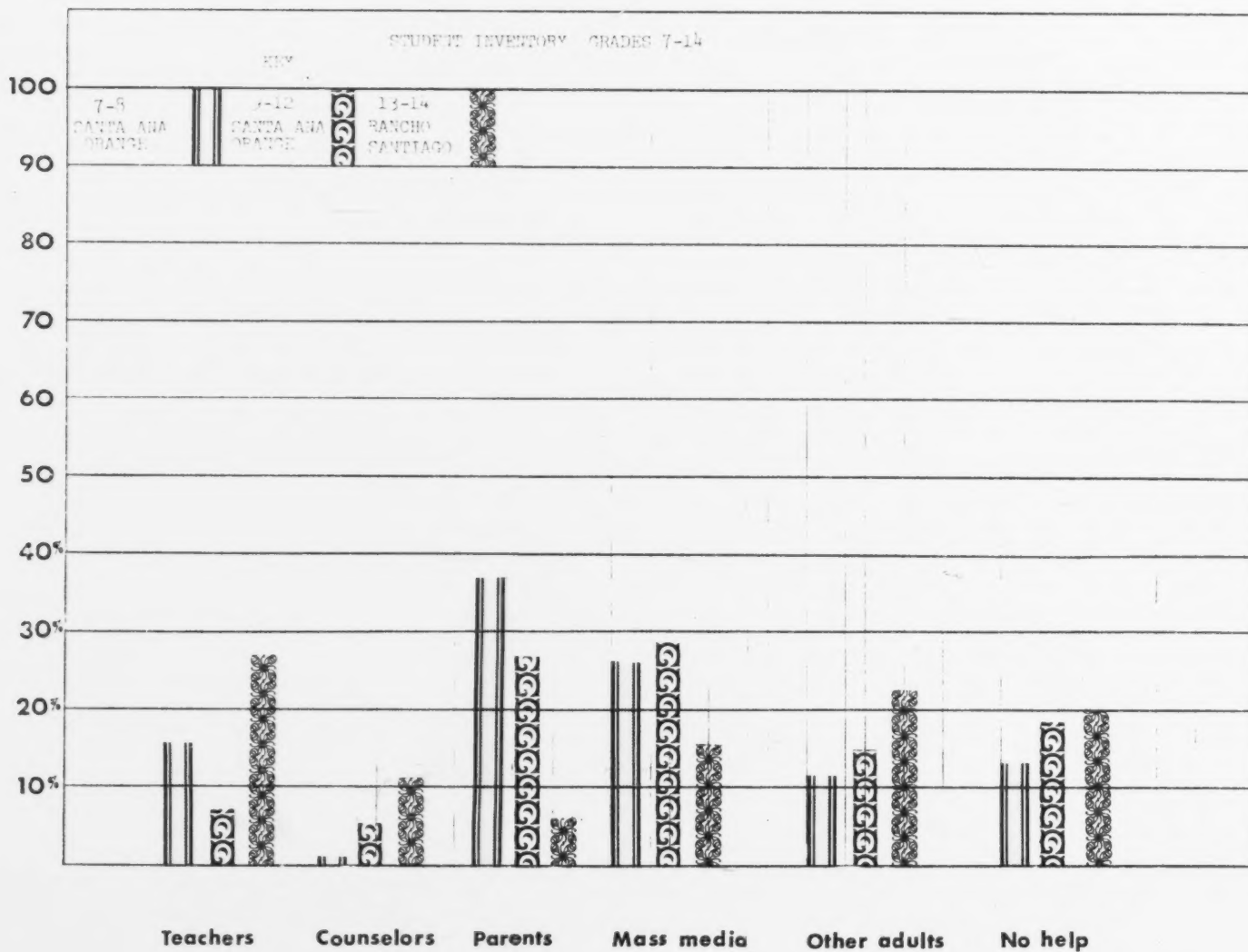
- A. Teachers
- B. Counselors
- C. Parents
- D. Mass Media (books, magazines, TV, movies, radio)
- E. Other Adults
- F. I get no help at all



STUDENT INVENTORY - MIDDLE SCHOOL, HIGH SCHOOL & COMMUNITY COLLEGE - GRADES 7-12

Question #2 - I get the most help in exploring career possibilities from

- A. Teachers
- B. Counselors
- C. Parents
- D. Mass Media (books, magazines, TV, movies, radio)
- E. Other Adults
- F. I get no help at all



CONCLUSIONS

The following conclusions can be drawn from the data in this instrument:

- (1) There is a need and desire for career concepts to be incorporated within the curriculum, grades K-14 in the Orange County Consortium.
- (2) An overwhelming majority of parents, graduates and employers support career education and view it as a high priority item for the public schools in the three districts.
- (3) Career guidance and counseling needs to be expanded to meet the needs of all students K-14, especially at the elementary level.
- (4) There is a great need for more in-service training in career education concepts and curriculum development at all grade levels.
- (5) The community shows a willingness to participate in a cooperative effort with the school districts in developing a Career Education Model.
- (6) The data provided by this study will be reflected in future curriculum development for career education.

APPENDIX A
COMMUNITY ATTITUDINAL SURVEY
GRADUATE COMMENTS

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	39%	33%	9%	3%	
2. Most school administrators should endorse a Career Education Program for their schools.	73%	24%	3%		
3. Developing sound attitudes toward work should be one of the roles of the school.	36%	45%	3%		
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	57%	42%			
5. Today's school program should specifically prepare students to go to work.	36%	33%	12%	12%	6%
6. The college-bound student should be exposed to Career Education.	36%	48%	12%	3%	
7. The school and community should work together in developing desirable student work habits and attitudes.	36%	36%	9%	3%	
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	57%	36%	6%		
9. The counselors and teachers should provide career guidance through individual and group conferences.	45%	42%	12%		
10. If I were a teacher I would like to provide Career Education within the classroom.	33%	27%	21%	15%	3%
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	36%	52%	6%	6%	

GRADUATES - SANTA ANA

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	70%	21%	6%		
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	6%	33%	39%	15%	3%
14. Would you be willing to take an active part in promoting Career Education in this school district?	18%	24%	33%	15%	3%
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	15%	27%	33%	12%	3%
16. Would you be willing to train students on a non-paid basis for work in your line of business?	15%	27%	27%	12%	9%
17. Would you care to make any special comments about Career Education's program?	6%	18%	33%	9%	

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

GRADUATES - ORANGE

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	15%	50%	18%	15%	3%
2. Most school administrators should endorse a Career Education Program for their schools.	47%	50%			3%
3. Developing sound attitudes toward work should be one of the roles of the school.	32%	50%		18%	
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	44%	47%	3%	3%	3%
5. Today's school program should specifically prepare students to go to work.	38%	24%	9%	24%	6%
6. The college-bound student should be exposed to Career Education.	24%	65%	12%		
7. The school and community should work together in developing desirable student work habits and attitudes.	29%	35%	18%	15%	3%
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	53%	47%			
9. The counselors and teachers should provide career guidance through individual and group conferences.	35%	50%	12%	3%	
10. If I were a teacher I would like to provide Career Education within the classroom.	24%	26%	26%	24%	3%
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	59%	32%	6%	3%	

GRADUATES - ORANGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	82%	15%	6%		
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	12%	29%	32%	24%	3%
14. Would you be willing to take an active part in promoting Career Education in this school district?	15%	24%	50%	12%	
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	9%	18%	59%	9%	3%
16. Would you be willing to train students on a non-paid basis for work in your line of business?	9%	29%	44%	12%	3%
17. Would you care to make any special comments about Career Education's program?	9%	29%	24%	6%	

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

COMMENTS: GRADUATES

ORANGE:

*Schools should be used so a person can explore all fields that he wants to and not be tied down or restricted by some assinine "preference" tests that counselors are notorious for giving. From my limited experiences I have seen workers getting more and more specialized and therefore more stuck in a rut. On the high school level there should be more classes where people can read or hear about experiences of other people in different fields. I also feel that students should be encouraged (pushed) into a more general type of education (humanities, psychology, literature [not grammar], general math, and the impact of where we are headed if history holds true to form). At eighteen it is too young to settle down for forty years of work. With all the specialization in jobs today you just about need a degree to become a grave digger and that is your fault, Mr. Administrator. Say hello to Mr. Hettick for me. (Bob Rowancheck)

*It's great!

*It would be very difficult to treat all students in a group the same way because it might be a waste of time for some students to have to be in a career education program. Unless a program could be developed that would sort students into groups effectively, it would be a waste of the taxpayers' money.

*One thing I never learned in school is how to face the "working world." That should be a major goal of the whole high school idea. Career Ed. is very important, if a student is expected to be ready for the world when he graduates. #15: Pacific Telephone has a high school program with the use of telletrainers. Electronics is another course which ties in with P.T.& T. (D. J. Forgash)

*I was in the Medical Occupations course and feel it really helped me find what I wanted to do.

*Training should be available, but not forced down the student's throat. He should feel it is voluntary.

*Since graduating I have moved out of the protective care of my parents, and am living alone. It is a lot of responsibility to try to make it in the world. While there is a chance, please prepare the students for this ever-changing world. I wish, while I was in high school, someone would have told me how hard one has to work when you get out. In high school, the students are taking courses for their own enjoyment, and not preparing them for their world which is soon to come. Thanks!

*I don't have a business to train students in.

*I think there should be a special department set up for this purpose, and let interested students check into it. I don't feel the students should be forced into it, which some of these statements appear to imply - #3, 10 in particular. I also feel students should just worry about getting their formal or basic education, or they will try to get out of it.

*A student can profit better if given the time and opportunity early in school. But it would end up boring him if it would become a daily routine (#10).

*In referring to questions 15 and 16, it would be impossible for me to answer these questions because I am in no position to offer my services or place of business. Your career education program is a good program, but like most fairly new programs it needs one or two changes to make this program more interesting to the student. Thank you. (Lynn Johnson)

*I think today you don't really need a college education to get a good-paying job that you like, and that kids should have job training courses readily available to them or have classes in school where they can learn the different skills needed for the area of work that they are interested in. I went to Orange High and in my senior year took Mr. McAffe's class - Office Occupations - and really learned a lot as far as how to use the machines and how a business operates. And if it wasn't for that class and the jobs sent in to Mr. Gary, the Work Experience Counselor, I wouldn't have the office job I have today. But you can't push a good thing too much - the kids have to realize they need the skills and vocational classes. Most kids just go to college after high school, and they need to support themselves, so you have to make them aware of the fact that you'll have to work after high school no matter what you plan to do.

*I feel that Career Education programs are excellent for some students but should not be a required course. It should be up to the students.

*I think a person leaving high school should go to college knowing what he wants to do as a career. It would be more useful for a person to be working in the field they wanted when they are in high school. (Bob Burnett)

*Mrs. Edwards is an excellent teacher. I learned many practical skills through the Medical Occupations course.

*I think that many high school courses should be changed to make them more interesting. The three years I went to high school, many classes were so boring. And do not stress so much on tardies and get a vice principal that can relate better to the students. Also do away with detentions. Also this survey is a very good idea.

*In high school, I was never exposed to different kinds of occupations and now I am having a difficult time deciding on one. What I really needed and still need is to know and be exposed to some vocations that don't need years of schooling. I have never been a great student, and someday I'll decide what I want to do and I'll go to school and learn it. I just wish I would have been more exposed to the possibilities in high school.

*I feel people wanting to continue their school education should not be forced to take career education classes. Also I am not contributing my help to promote career education because as of right now I am a full time student at a state university and am not living at home.

*I think students should be exposed to career education on a volunteer basis only.

*It really helps.

*When I was a senior, I got a job in the work experience program as a teacher's aide at Canyon Hills School. I really enjoyed working with the mentally retarded. I've now decided to teach special education instead of regular elementary classes. It also provided my full-time summer job --- I'm all for career training!

*I do not think that most students should receive on-the-job training because it more or less depends on the particular individual, the appropriate time, and his or her own individual case. I also think that any person who trains or wants to train students for work in their line of work should still be paid for the time involved and the service they are offering.

SANTA ANA:

*It has helped me and I'm sure it will help others. Providing that they get something they're interested in. Paywise or nonpay it will help them more. But when a person is getting paid he usually does a better job at it.

*I would have signed up for Career Education had a job been available in a laboratory (other than medical) doing some kind of analysis or research; maybe other students interested in chemistry or physics would like to find jobs in their future job field to see if they really enjoy chemical research, etc.

*I never had career education but many of my friends have. It helped them to find jobs and I'm sure it would help others. It's a great thing.

*There should be a lot of room for individual expression in this program. Either it will be well-staffed or it won't work at all. A student needs a lot of assurance, guidance, and individual attention when it comes to employment. Getting a job isn't "sink or swim"; a student should become thoroughly familiar with his prospective job and that needs a lot of going over and over again to sink in. The working world is very different.

*Early anticipation of their skills will help them determine their future careers; they can then concentrate on mastering that talent.

*I agree with the concept of career education, but care should be taken to prevent employers from using it to get free labor without providing any kind of training.

*Career development is a helpful but sometimes a tiring task. The poor and oppressed blacks and chicanos find it very hard to work for no income. It's true they get credits in school and all, but to work 8-10 hours a week under the supervision of another person or persons not only gets tiresome but it gets aggravating. The school should vary the credits so the people who have more difficult and requires more thought of the mind (such as dental assistants, lab assistants, secretaries) should receive more credit for their hard efforts at work. With this in mind it will give the students more ambition to work. If this seems to you a valid concept, use this or make some kind of effort to give the student who gives more more in return. (Yours with hope, Anthony Sears. Thanks.)

*I was in work experience for my senior year. I feel that vocational training should be emphasized in the high schools, only to those desiring it.

*More of the students should be informed about career education earlier. I found out about it when I was a senior (semester 2). A tour by freshman classes should be made the first semester they attend school. (Gilmar Torrealba)

*It is a must for all students in the district.

*I never took advantage of the work study program that had been offered at my school. If I would have, it would have helped a great deal more in getting me notions of the field of my choice. I just hope now, other kids take advantage of this good thing. (Fausto Hinojosa)

*I was never in career education, but I feel it is a good thing!

*Career development is a great help for students to find out just how suited they are to many different jobs. If taken seriously, it can help more than any other high school course for preparing you for a job you like after graduation.

*Every student should at one time or another have someone tell him about career education's program. That way he'll understand and be ready to face life ahead.

*I was in career development. I was learning all kinds of jobs, in many ways. I also agree on letting the students off campus for a couple of hours each day to learn that trade. It helped me. So when I look for a job next semester, I will have some experience in the job. Because most of the jobs want experienced people on the job. If you have the experience it might be easier to get a job today. How do you have experience in the job unless you have had career development. That's why when I was old enough I joined. Now I have some experience in banking, waitressing, teaching (kindergarten to sixth grade) and a fabric shop. I learned all of that from taking this course. At the school I took this course, and each year the classes keep on getting bigger and bigger all the time. You can't have experience unless they give you a chance. Also career development can help you and others. I had this class for two years at high school. Thank you.

*I think the student should be paid by his employer as any other employee. My employer (Jack-in-the-Box) pays full wages to all his student help. I also think some kind of transportation should be worked out among the school district for students with no means of transportation.

*I was never in it and I don't know too much about it. But from what I heard from others, it sounds very good, I wish I would have looked into it.

*My high school didn't prepare me for college in the least. High school courses should prepare and help you, not just leave you in the air.

*The program should not be mandatory. Some students are not interested in work. However, possibly a few required courses and then the further education would be up to the student individually. High school students definitely need a better orientation into the "outside world."

*As a student I feel higher education is very important. However, not everyone wants to go on - neither are there professional occupations for all. Career Ed should be an organized and well-developed program, but not mandatory. Students need to have a salable skill and work experience gives them the "experience" most employers require. Working full or part-time one needs to know basic skills, understand basic concepts in working, and this gives one the necessary background before being "dumped" into society. This type of learning can not be taught in a classroom. Occupational training is important. (Susan Robertson, Valedictorian)

*Career Ed is a good program and I believe it improved while I attended Valley High School. However, I feel more emphasis should be given to recruiting new people who aren't involved with the program and are interested. Too often, I think, students wait and wait because they aren't sure how to go about it. (Richard Worcester)

*I must honestly say that I am now doing something which is entirely different than what I did in work experience. The courses I took gave me a good background in business, but when I graduated they became useless to me. This is of no mistake or the school district's fault, but of my constant changing of mind. I am now preparing to become a missionary in a foreign country.

APPENDIX B
COMMUNITY ATTITUDINAL SURVEY
EMPLOYER COMMENTS

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	45%	51%	5%		
2. Most school administrators should endorse a Career Education Program for their schools.	50%	45%	6%		
3. Developing sound attitudes toward work should be one of the roles of the school.	52%	36%	6%	1%	
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	48%	49%	4%	1%	
5. Today's school program should specifically prepare students to go to work.	38%	43%	14%		1%
6. The college-bound student should be exposed to Career Education.	33%	45%	17%	2%	
7. The school and community should work together in developing desirable student work habits and attitudes.	35%	58%	4%	2%	
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	36%	60%	5%		
9. The counselors and teachers should provide career guidance through individual and group conferences.	31%	55%	11%	4%	
10. If I were a teacher I would like to provide Career Education within the classroom.	25%	42%	26%	6%	1%
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	18%	65%	10%	7%	

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EMPLOYERS - SANTA ANA

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	30%	67%	5%	2%	
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	2%	45%	31%	13%	6%
14. Would you be willing to take an active part in promoting Career Education in this school district?	21%	51%	18%	7%	1%
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	20%	51%	15%	8%	1%
16. Would you be willing to train students on a non-paid basis for work in your line of business?	23%	60%	8%	6%	2%
17. Would you care to make any special comments about Career Education's program?	6%	27%	42%		1%

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	49%	43%	3%	6%	
2. Most school administrators should endorse a Career Education Program for their schools.	60%	47%	1%	1%	
3. Developing sound attitudes toward work should be one of the roles of the school.	62%	28%	4%	4%	
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	44%	53%	1%	3%	
5. Today's school program should specifically prepare students to go to work.	38%	40%	7%	12%	4%
6. The college-bound student should be exposed to Career Education.	26%	56%	7%	9%	1%
7. The school and community should work together in developing desirable student work habits and attitudes.	43%	50%	6%	1%	
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	25%	74%	1%		
9. The counselors and teachers should provide career guidance through individual and group conferences.	31%	57%	9%		
10. If I were a teacher I would like to provide Career Education within the classroom.	19%	50%	24%	6%	1%
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	21%	51%	18%	9%	1%

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	26%	68%	1%	3%	1%
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	6%	28%	26%	22%	4%
14. Would you be willing to take an active part in promoting Career Education in this school district?	12%	47%	28%	7%	
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	12%	59%	24%	6%	
16. Would you be willing to train students on a non-paid basis for work in your line of business?	10%	40%	16%	18%	4%
17. Would you care to make any special comments about Career Education's program?	4%	7%	26%	1%	

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

COMMENTS: EMPLOYERS

ORANGE:

*Our business is too small for the training of any students. (AAA Blueprint)

*Our occupation is a highly skilled profession by special trained people. (question #14) I would be happy to help any way possible, but my time is not my own. Spending much time in promoting Career Education is almost impossible for me. (Donegan Funeral Home)

*This is very seasonal; Christmas gift packs, mainly. (Orange Fruit Co.)

*Our business is Savings & Loans. In a financial institution our choice of students and the number involved in training would be very selective and limited to number. (V. L. McNealy, Vice President, Orange S & L Assn.)

*Responding to #16: not on a non-paid basis, that would not be good training. #13: I agree there would be a distinct difference, but I had opinion all schools had vocational courses. (Milk Farm Dairy)

*I only feel that starting to work at such an early age is unnecessary. You work your whole life; leave school for just opening people's minds to let them think for themselves. (The Plum Tree)

*I believe it's a very good thing, however my taking part would depend upon business at the time. I have now, at this time, two Orange High School students working here part-time, and they are working out very well. (Charlie's Gulf Service)

*We here at Farrell's have been part of the various work-study programs currently available in the local schools for two years. We train about fifty people per year, of which ten to twelve are in a work-study program. All training is paid for, so a new employee receives wages from day one, including any necessary classroom instruction. (R. Browne, manager)

*#8 & #17: As long as this program is looked upon as a courtesy extended by the local participating businessmen. (Richard DeNiro, DDS)

*Responding to #14: I am at present involved in the Anaheim School district #15: I do not own business, just operate it. #16: I believe a student should be paid for his efforts outside the classroom. (Supervisor, Burger King)

*Vocational skills should be made available to all, possibly made a requirement. A later college degree on top of a vocational skill makes a more qualified business leader or company president. (Symbolic Displays, Inc.)

*Responding to #13: Yes, I believe there is a difference between college prep and vocational students, but this is no fault of the student but rather a system aimed at college prep and off base at the vocational end. (Orange City News)

*Those that are not wanting college type education, this type of program can be good, but many do not want the help, only a chance to get out of school. (Imperial Plastics, Inc.)

*I feel that the program is a great thing, and I am for it. I would not be able to help in so much as training because I work alone and stay very busy because of this factor. (Perfection Pool Service)

*Personally, I think this program is great since I did work with it at my last place of employment. However, the Penney Co. does not go along with the unpaid work, and since we are part of the Penney Co., we must conform to their procedures. You might try changing their minds by contacting the area office in Buena Park. (Dottie Arnold, The Treasury)

*I feel that Career Education should be an overall exposure of jobs and the skills that may be needed for a job after a student graduates. I don't feel that the school or the employer should be involved in training students for a particular job. (Chapman Animal Hospital)

*At present, we have two students working for us under this program. One is learning a skill, but the other is not. I called a local high school to indicate an opening for some after school (3-5) unskilled labor. That student is now working 20 hours a week washing equipment and sweeping floors, etc. In my opinion, the situation has been created which encourages the student to sacrifice his education by offering him school credits and spending money to not attend school. (Woodward-McNeil & Assoc.)

*I left the last items blank due to the nature of the business of this company. In the construction field all non-administrative jobs are under union jurisdiction and we do not have the opportunity to utilize students on the crews. (R. J. Noble Co.)

*The type of students that have applied for work or have worked here seems to want the highest wage with as little work as possible. Their attitudes should be changed and they should learn they must work for whatever they can in order to learn a trade. (Brunswick Orange Bowl)

*Vocation training is limited to selective trades. Primarily limited to physical skills. High school students lack the commitment due to maturity for intangible occupations - sales marketing. (Mark Chemical Co.)

*As a business we would be unable to offer jobs. We are a large welding and fabricating shop and are unable to employ anyone under 18. (Westinghouse Electric Corp.)

*I believe there are a few students that are not college material. Therefore rather than waste everyone's time and money in school, should have some opportunity to learn some sort of trade in order to at least earn his own living. (Dunham Metal Proc.)

*In response to #13, There may have been in the past, but there shouldn't be. #14-Yes, as much as possible. #15-this is a small business - would as much as possible. If Career Education is on-the-job training plus the normal classroom work (mostly theory) I believe this is far the best way to learn and will produce the most desirable type employee most efficiently. (Seymour Instruments)

*Responding to #14/^{and 15} Mr. Needle, the owner of this firm, is out of town at present, and I don't feel I can commit him or his business. I am leaving the state shortly and am trying to locate a satisfactory replacement for my job. I'd have liked to break in a beginner rather than someone trained for another job. #16: I feel students should receive pay for the work they do. Perhaps just a token payment at first, the rate should increase as their understanding and value to the company increases. I'm afraid some employers would exploit the non-paid students, using them as much as possible to keep payroll expenses at a minimum. Such a situation would encourage a negative attitude toward work in a student. (Triangle Billiard Table Mfg. Co.)

*Too often a student spends valuable time in a particular class which sooner or later becomes of no value after his/her school years. Examine, test and analyze the students and percentile who eventually wind up going to college. Or through consulting with parent & child if the Career Education should be pursued. (Capt. Pat's Fish & Chips)

*Though schools no longer have a dress code, per se, students should be made to realize that jobs may have one. They should be warned (or advised) to be prepared for this if they do decide to go on work experience. Their time in the store, though a short period, may be part of their school program, but to my customers they are Leed's employees and therefore must dress according to my company's dress standards. Though I've never had any difficulty with any students over this, I could see that the thought of being required to dress in a certain manner had never been mentioned to them, or entered their minds. Basically they must be taught to be adaptable to different roles and situations. (Leed's, Orange Mall)

*The students I have had seem to be eager to learn and get experience. They have worked hard. I think the schools should encourage a dress code as the students will run into this at work. (House of Fabrics)

*I am presently supervising a man with work experience education he participated in through the local highschool he attended in Florida. If all programs were set up and administered as his apparently was, I would strongly disagree on all points of this survey. I believe if the employer could be required to work on a combined evaluation and grading system to show the progress of the student during his employment, the Career Education Program will fill a need we have today. (Vern Bjerum, V.Bjerum Dist. Co.)

*Students should be evaluated periodically in their work experiences on: manner, courtesy, public relations, attire, consideration for their employers, etc. Credit points should be given to them upon this basis so they may develop some sense of value of appearance, cost & behavior. (Bamboo Sky Restaurant)

*There is a shortage of quality journeymen in our field. The pay scale is in the area of \$14,000 to \$15,000 per year. There is a need for a program of this type. (Orange County Lithograph Co.)

*I think a student should be trained in a job of interest and not the fact it is a way out of school or how much money they can make. Being a success is not the money made, it is the job you do and like. If you like your job and do a good job at it, money will follow. (Orange Ranch Market)

*Due to the nature of the work performed by my employees, it is difficult to allow students to perform some of the heavier work. (Orange County Plating)

*In response to #16, in a smaller company, no one has time to properly orient a person. To stick a student on a repetitive production job would be boring and would tend to turn the student away from the intent of the program. However, my own son has been profiting from the ROP program in Fullerton in a supermarket and in Denny's and for him it is a good thing and occupies after school time that would otherwise be lost.

*I don't believe the student should be started in a program of this type without proper supervision from the school to ascertain his progress or problems. (Don Avery, Accuflex Products)

*#16-I don't think they should work for no pay but I do think it should be kept at a minimum until they are able to carry their own weight and make a profit for the employer (that's the name of the game). #17-In the past seventeen years, I have hired approx. 200 young people, of those the only ones that really turned out to be worthwhile to my knowledge were the ones I had hired between the ages of 10 and 12 years. In my opinion a good age to start a boy on his way working is 11 years old (if possible). (Jack's Prime Butcher Shop)

*I am currently working with the Los Angeles City Schools in their Project '70 which sounds very similar to your program. We feel strongly that this type of program is essential to maximize the value of career oriented education. It is rather difficult to answer your questionnaire because it is not my particular function to comment on what we can or cannot do in your particular geographic area. However, based on what I know of our corporate objectives, responsibilities and relationships in this area, I have responded to some of your questions. I appreciate the opportunity to give you my opinion and if I can help in any way, please let me know. (J. O. Norwine, Employee Relations Officer, Bank of America)

SANTA ANA:

*Train them to look for their own career and you will not have to place them in a job. (Dun and Bradstreet)

*Our hospital has made itself available to your program in the past and will continue to do so. We have had at least one student stay on with us after graduation and look for more good help in the future. (Grand Avenue Pet Hospital)

*In my type of business, I employ for the most part 18-25 year old males. For the most part, there are basically two types of person in this age group, seeking employment in this field: 1) a student already in school, (primarily college) who is seeking money for living expenses and considers this job temporary; 2) this group I call lost souls. These people are out of high school, with no college intentions, and in many cases no intentions or outlook for the future. Perhaps had they received some practical experience or training, their desires and mental outlook could be vastly improved. (Bortoni's Pizza Inn)

Do not place business supervisors in an uncomfortable position by degrading office type employees by sending students to train who don't mix with office workers, i.e. long hair, dirty clothes, no respect for others, etc. (Santa Fe Railway Co.)

*Many students enter college today because most school curriculums are college prep oriented. Many of these students are not mentally equipped to experience college and the failures this brings. If a high school student could graduate with a skill/skills for a career placement, we feel the school (all levels) drop out rate would be much less as many high school/junior high school students would be preparing for work, thus be very interested in their curriculum and at least attain the goal of a high school diploma. It is about time our American educational system came to realize that the majority of high school graduates are not prepared for another 4 + years of education. Amen!! (The People's Clinic)

*95% of all students applying for jobs do not know the basics of math. Examples: how many inches are in 3/4 of a yard? etc. A greater stress should be made in the classroom on these everyday basics. (J. J. Newberry)

*My work experience students complain they are often abused in some of their previous work assignments. I can see them becoming victim to unscrupulous business men. (The Posy Shop)

*I believe that students should be taught the basics when it comes to school. Along with the basics they should be able to have the opportunity for some sort of on-the-job training. I feel that more on-the-job training in the high school level is much more important, especially today, than trying to teach all this what I call unrelated subjects, that probably 80% of most kids don't learn then, and most importantly, don't retain. What I call "basics" is reading, writing and the old math. I feel all the basics should be learned in the kindergarten to ninth grade levels. After 9th grade, let the students take more classes to help themselves. High school needs to ready kids for the everyday life, along with, if the students want to go on to college. With on-the-job training, the kids may want to go on to college even more, after actually being able to work at a trade through the school career education program. Just dreaming about being an architect or any other profession as a kid is fine, but with the school letting this same kid work with an architect or whatever, it lets him or her see what it's all about. It gives the student the opportunity to stop dreaming about "what I'm going to be," and shows him what the job really is, what it takes to reach that goal, and moreover, why he needs to learn what is taught him while in school. Also, if the job requires more education, he can actually see the need for college. (J & S Janitor)

*I have at times hired students to work for me - I feel that on a no pay basis the student does not apply himself as well. It would be just an extension of classroom experience, but with pay incentive there is a greater willingness to learn properly. (7-11 Market)

*One of my part-time employees is a former Santa Ana High School student now at Santa Ana College. She came to me initially as a job trainee. If you would like for me to talk to a group of college preparatory students about the legal profession or to a group considering the career of legal secretary, I would be happy to. (Douglas C. Lans)

Employers Page 6

*I have employed career education students but other than occasional letters I do not hear from the school and know nothing of their classroom activities or how it relates to me.

*Since we are a training program for employment under D.O.L. we are doing the very same thing here. It is very essential and there is much room for improvement and for closer coordination with educational institutions and industry and professional institutions. (Edward Garcia, Operation S.E.R. Jobs for Progress)

*At present we have 25 students in training at the clinic from the Santa Ana district high schools career development program. We started with one student in February 1971. I think this is a good indication of how we feel about the program. We have found it to be of mutual advantage to us and to the students. (Community Clinic of Orange County)

*We have participated in the program and believe it to be very helpful to students and future employers. (Mission Beechcraft)

*I think the school should test and develop the specific wants and desires of the student. Based on various criteria the student be placed with a planned program between education and employers enabling the student to utilize his maximum potential. I have found in my own experience, one should be doing what he likes best and makes him the happiest. (Royale Convalescent Hosp.)

*I am working, of course, mainly to help support myself and my husband and feel that time, outside of my working hours, should be devoted entirely to my home and husband. Therefore I do not have the time to train students. (S. A. Chamber of Commerce)

*Our department - and we hope the students - have profited from the present program. Our only objection is that 1-1/2 hours per day is not sufficient time. (Orange County Purchasing Dept.)

*If possible I would like to see Career Education's teachers or counselors come right to the place of business where his student is working. By observing the student this would make the student more interested because he/she knows that the teacher is interested in seeing him/her improve. Also make good relations between business and teachers. (McDonald's)

*As a businessman, the value to me of the career education program is in the opportunity I have to instill into my trainees those qualities of leadership, initiative and loyalty that are so necessary for all of us to be productive. Whether a student chooses a retailing career or not is immaterial. It's the attitudes that they leave here with that are important. (Papa Luigi's Spaghetti)

*Improvement in screening students for career placement program. (Aladdin Litho)

*Suggest Career Days and have men from different vocations talk to those interested in that vocation, or have someone talk during normal classes. (Poly-Optics, Inc.)

*From personal experience, I know that this is a good program. It gives a student a chance to look at two or three jobs before having to choose one he would like to try as a lifetime job. My sister was able to obtain an excellent job because she was given the chance to work on the job and find out the educational needs. She got her degree and license in the State of California and gives the Career Education Program the credit for her success as an X-ray technician. (City of S. A. Recreation Dept.)

*In answer to #5: I think today's school program should teach the "3 R's" so that every student upon graduation has a solid basic knowledge in reading and math. Without this basic knowledge, I don't think an individual can function effectively as a well-rounded citizen, capable of making intelligent decisions, whether the decisions are made at work, in household finances, voting, or any of the numerous other areas of everyday living. Too many high school graduates are incapable of comprehending what they read, if they can read at all, and too many are incapable of doing even the most simple math problems. I think this basic knowledge is fundamental for a solid foundation upon which the work experience program can be based. Without this solid foundation, it would be much harder to build a stable work experience program. (A sincere 29 year old, Lester Fowler, Fowler's Woodcraft)

*I have one trainee now, but can't accept anymore. (Calumet Pharmacy)

*College level accounting, Law (business), merchandising and general business classes are all very valuable to a person thinking about a grocery career. An outstanding way to learn the grocery industry is to start from a boxboy while in school, one of the few industries where you must start at the bottom and climb up can be quickened by a proper education. Alpha Beta has a very good college level outline and several college instructors that teach at Cerritos College. It might be worthwhile to look into that program to note the areas the grocery companies consider advantageous and conducive to our industry. I am sure that our service training center will be more than glad to answer any other questions that I possibly may not be able to answer. Training is progress. (Mr. Constantine, Store Supervisor, Alpha Beta Markets)

*At times it is difficult to determine whether "on-the-job" training is beneficial. This is due to the pressures of everyday business not allowing adequate time to be spent with the student in an effort to provide reasonable instruction. In my own mind it would be more beneficial to the student to have an organized group instruction covering the selected vocational courses with real hardware. There is enough material and equipment available to conduct such courses. This I feel would be much more beneficial to the student. (AAA Cycle Center)

*The OCMC is actively involved with two separate career development projects sponsored by the Santa Ana School District. (Orange Cty. Medical Center)

*Our agency deals primarily with serving the handicapped. We see an average of 600 people each year who would not need our services if they had been introduced to a program of orientation to the world of work and to career opportunities within their capabilities. (Goodwill Industries)

*Contact Rich Silva, Employee Development Division, Personnel Department, 834-5026. (County of Orange)

*Excellent program, specifically for those who will not be going on to college. (Credit Bureau of Santa Ana)

*If the schools and the educators would teach the students how to think and how to reason instead of pushing a student hard to learn how to "make a buck" that student would do better when he goes into the competitive professional world. (Aloha Florist)

*I don't know if this applies to most employers. In our office, we have a number of tasks which can be learned in one or two weeks, and all in six weeks. We also have other positions which would require 4 months or more to learn on a part-time basis. (Retail Merchants Credit Assoc.)

*We are very pleased to be a part of Work Experience, although our girls are only able to file for the most part, since it would be impossible to stop and teach ticketing and reservations for only a few weeks' time. (Saddleback Travel & Tours)

*I think the employer should evaluate the student approximately every two weeks in writing for their school counselor to study. But I also think the student should evaluate the job and employer every two weeks to be sure the student isn't being exploited and to get an inside feeling on how the student reacts to different jobs. (Russo's Pets, Inc.)

*This program has been used by our company with much success. (Blower Paper Co.)

*We have had five students from the Santa Ana School District with very good results! Thank you. (Rogers Foam Co.)

*I found in the past that the students I was getting for work experience were only using the course as a means to get away from school awhile and not for its intended purpose of work experience. (Marlin Fiberglass)

*The opinions above reflect my personal opinions and not necessarily my company's position. I have been involved in the work experience program during the last school year. We had several students work with our people in the Telephone Company - Santa Ana schools joint program. (Pacific Telephone)

*I feel a one to two week trial should be given to a student to determine interest. Further, I feel more skills in accounting procedures, typing, speech, shorthand should be given. Good grooming and courses in etiquette would be helpful. (George Georgieff, DDS)

*KWIZ is actively engaged in a "news intern" program which we initiated this fall. Our first semester turn-out from area colleges and private broadcasting schools is about 35 students. In addition, we have one girl from a local high school working two hours per day in our music library as part of her school's career development program. (KWIZ Radio)

*We have seen young boys come to us through your program who could hardly speak to or look at a customer, who had no knowledge or talent, blossom into useful helpful employees. (Bob Shipley Chevron)

*Refer to questions #4 and 11: For the few hours per day that employers have these students, and the short length of time (six weeks), it is difficult to teach them any complicated or highly detailed clerical work. They can only be taught simple routine work which does not take constant supervision. My answers to these questions reflect my feeling that students must have some skills, such as typing, ability to spell, etc. for most clerical jobs when they are first assigned to the job in the community. More important, they must be alert and willing to learn. In our experience with many students, we find most of them very interested and willing to do whatever is asked of them, but somewhat limited in ability because of little or no experience in the work world. We place them in our File Unit, which is composed of five regular full-time employees and a supervisor, because this is the usual starting clerical job in the office where employees have had little or no previous experience are placed. The students are able to assist us a great deal in this unit and we have reason to believe that their experience here is beneficial to them. (District Attorney's Office of Orange County)

APPENDIX C
COMMUNITY ATTITUDINAL SURVEY
PARENT COMMENTS

PARENTS - SANTA ANA

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	46%	47%	3%	2%	
2. Most school administrators should endorse a Career Education Program for their schools.	53%	42%	3%	2%	
3. Developing sound attitudes toward work should be one of the roles of the school.	54%	37%	8%	2%	
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	59%	37%		3%	
5. Today's school program should specifically prepare students to go to work.	51%	36%	3%		
6. The college-bound student should be exposed to Career Education.	41%	49%	8%		2%
7. The school and community should work together in developing desirable student work habits and attitudes.	49%	41%	7%	2%	
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	49%	47%	3%		
9. The counselors and teachers should provide career guidance through individual and group conferences.	36%	54%	7%	3%	
10. If I were a teacher I would like to provide Career Education within the classroom.	22%	41%	31%	5%	2%
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	34%	41%	5%	15%	3%

PARENTS - SANTA ANA

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	47%	47%	8%		
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	15%	36%	36%	7%	3%
14. Would you be willing to take an active part in promoting Career Education in this school district?	19%	29%	36%	8%	2%
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	15%	31%	32%	10%	3%
16. Would you be willing to train students on a non-paid basis for work in your line of business?	10%	36%	34%	8%	3%
17. Would you care to make any special comments about Career Education's program?	12%	12%	42%	5%	2%

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

CAREER EDUCATION PROGRAM SURVEY

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond according to the way you feel about the statement.					
Please respond to each statement, only once, by making a check in the appropriate column.					
1. Most students should receive supervised on-the-job training and supervision.	39%	53%	4%	6%	
2. Most school administrators should endorse a Career Education Program for their schools.	51%	38%	5%	4%	
3. Developing sound attitudes toward work should be one of the roles of the school.	64%	29%	2%	1%	
4. In addition to developing sound attitudes toward work, the Career Education Program should provide students an early opportunity to learn an employable skill.	55%	42%	2%		1%
5. Today's school program should specifically prepare students to go to work.	34%	42%	11%	11%	1%
6. The college-bound student should be exposed to Career Education.	37%	54%	6%	1%	
7. The school and community should work together in developing desirable student work habits and attitudes.	58%	40%	4%	1%	
8. Each student should have the opportunity to explore and identify the job opportunities available to him in the community.	54%	40%	4%	1%	
9. The counselors and teachers should provide career guidance through individual and group conferences.	52%	45%	5%		
10. If I were a teacher I would like to provide Career Education within the classroom.	33%	36%	25%	4%	
11. Career Education Program should provide the student with the opportunity to leave school for part of the day to go to work in order to learn an employable skill.	25%	51%	11%	7%	4%

PARENTS - ORANGE

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Current jobs availability and job placement information should be made available to all students.	51%	43%	4%	1%	
13. In my mind there is a distinct difference between the caliber of students in vocational courses and those students enrolled in other school courses.	11%	29%	36%	19%	4%
14. Would you be willing to take an active part in promoting Career Education in this school district?	20%	34%	30%	7%	1%
15. Would you be willing to offer your services, and/or business for the promotion of Career Education?	19%	27%	36%	11%	
16. Would you be willing to train students on a non-paid basis for work in your line of business?	18%	22%	34%	11%	1%
17. Would you care to make any special comments about Career Education's program?	4%	8%	40%	2%	

Please comment in the space below. Should additional space be needed, please use the reverse side.

Thank you for helping us with this survey.

COMMENTS: PARENTS

ORANGE:

*A lot would depend on the way it would be taught. (#10). #11: Only if the students grades are up to average or above. I still believe in the three R's. #12: Only if the job couldn't be filled by an adult who needs a job.

*Having taught school in the past, I think too much emphasis has been placed on the dignity and desirability of a "college" (liberal arts) education and not enough on the practical aspects to prepare children for marriage, home management, training for skilled labor positions, etc.

*Career education in high school fell behind in the last 20 years because of emphasis of higher education to meet demands of space programs and technological advancement. Needs of students unable to participate in these goals because of financial inability to gain higher education or lack of interest were ignored. I feel career oriented classes at high school level are extremely worthwhile. I believe these classes should be classroom work and theory. I do not endorse 4 hours classroom and 4 hours on-the-job training during senior high. On-the-job training can come after good high school theory, upon graduation. Good theory, whether bookkeeping, auto mechanics, etc., is worth a year's trial and error learning process.

*#13 - Caliber, according to Webster: degree of worth or value of a person or thing. Although the interests and intellectual goals may differ. I doubt if you meant caliber. I am afraid many parents may misunderstand this question and invalidate your results.

*I have had work experience students in my dental office for five years, from Valley and Saddleback High Schools. I find very few take an interest or feel that they are doing anything but spending time for credit. My own son is at an ice cream fountain and puts in his 15 hours a week. He had this job for a year before he incorporated this time for credit in high school. I have had some of my work experience students quit and go to some Taco Bell or Carl's just to be paid for the course. In theory the program is great, but like so many things, the students are not applying it the way it was intended.

*Some persons, like myself, cannot answer the last few questions because it is not a matter of willingness. Some, due to many and varied circumstances in their lives, are unable to help. Of course a lot can be done in the home by responsible parents to give a certain amount of guidance in this respect.

*School buildings and grounds should be used more hours per day and also used 12 months of the year. Idle buildings and grounds are a waste of taxpayers money.

*On the surface, the program sounds like a good one.

*Re: #13 - there is a distinct difference between the caliber of a student and desires of a student. Many students have the caliber but not the desire to go to college, hence a good vocational education is very essential in today's high school.

*#9 - When will teachers have time to do this? Will they get released time? If so, I would then agree. If not then extra compensation for the necessary time spent should be received.

*I would have to know more of the details on this subject to answer more specifically.

*I graduated from high school as a vocational major. I feel we need to promote the trades. When we look for a good apprentice today all we get is a college dropout. I tried unsuccessfully to get into the school district some years ago to teach vocational cabinet and carpentry. I started to take the required courses at UCLA, but quit since I could find no opening.

*A program like this is long overdue. I believe history and English and math should be taught in grades 1 through 9 or 10. Grades 10, 11 and 12 should pertain to vocational courses. I also believe college entrance requirements should be changed. Why does a doctor need history? We should take a long look at England's school system.

*I feel that Career Education programs in school will better enable high school graduates to move in the social mainstream of life.

*I feel it should be available to those who want to take advantage of it. Not all are college material and those who are not should be guided into a job-oriented field, rather than trying and failing a college prep course.

*Well I for one am not in a business of my own but I would help if I were. I think it is important.

*Survey does not indicate at what level career education should begin. I think this is a critical question as when to take a youth's world away from him/her and introduce the world of work and obligations.

*With today's labor market there are too few openings for part time employment. What about students age, drivers license? Insurance, unemployment or S.D.I., security bond? You have asked what we think, what are the aims of the Orange Unified School District?

*I work for a large company and do not have the authority to commit them. Much help is needed to expose students to work careers but removing them from classes is not the way. My son works everyday after school and on weekends, is exposed to several trades and still doesn't know what his full-time occupation will be.

*We feel this is a truly marvelous program. Our son is in auto shop 2 & is participating at the Lincoln Mercury dealer on-the-job program. Being assigned to a specific mechanic and working with him has certainly broadened his mechanical education. He has maintained a straight B average through high school and has adequate requirements for college both in math and science. We feel the opportunity he is receiving through the on-the-job program will help him make the correct decision for his future. He is extremely enthused with the program and at this point wishes to continue his mechanical interests, first in junior college and later perhaps higher education.

*I agree with career education, the only thing I worry about is a student taking training jobs for little or no money, thus taking a job from someone in need of a job and money to support himself and his family. I would hope most career training be done at school, leaving much needed jobs to people already out of school trying to make it in the business world.

*I feel this is important but not to the detriment of a liberal education - a well rounded person is important too.

*Under proper supervision we strongly urge career education programs!

*Career education programs are unrealistic in that the student is exposed only to a limited number of vocations. Most students don't know what field they wish to choose until they have been exposed to the labor market. Some vocations don't provide enough income to meet future needs of students although student has high degree of interest and ability. Should have extensive programming available to students to help guide.

*I feel a very definite need for students to have some skills that will enable them to go to work at high school graduation and be of such a nature that it will provide sufficient monies to enable those who so desire to be able to continue their education.

*We have a lawnmower repair and sales business at 870 N. Glassell and would be willing to train students.

*My husband is a small subcontractor, hiring only occasionally. However, he is required to use union help. Therefore, we could not use a student in our particular business. It might be wise to contact the various trade unions relative to training and using students.

I'm a housewife with a toddler also. So I couldn't do much to help.

*I do not believe all students should have or needs a college education. By grade 10, they should have an idea of what their interests are, and their capabilities and be guided to a vocation; such as auto mechanics, drafting, accounting, secretarial, technicians in various fields (dentistry, X-ray, etc.). There are many fields where a college degree is not necessary but students should develop skills to qualify them for future work.

*If career education includes both professional and nonprofessional or vocational training then we feel that all students should receive on-the-job training.

*We feel we do not have adequate information to answer the questionnaire fairly. How much of their present education would be sacrificed for this program? With current technology and science trends, what if his job becomes obsolete? We want our children to be educated to think and feel so that they can make their own decisions about their careers. We are against some counselor or teacher "programming" our children into some career on the results of aptitude tests, etc. We want them to explore the possibilities through education.

SANTA ANA:

*#13 depends on skill, however management is one major exception.

#17 English composition needs more stress in vocational and other school courses.

*I wish I could help but I am only a housewife who is working 2 hours a day and doing volunteer library work.

*This should have been started years ago. Many students don't have the learning abilities but are bright in vocational training in trades they enjoy doing. Prepares them for work after 18 years old even though they are limited readers and math aptitudes.

*The career development is a very good program.

*I think they should have a Career Education Program in every school so the students could have an opportunity to learn about different jobs and careers, also get experience.

*#13. I believe there is, what good is it for a child to spend 13 years in school if at the end of his senior year he will either drop out saying "I have a diploma but that is all. For he doesn't have any confidence in himself or just figures he isn't capable of holding down a job or maybe he doesn't know where or what he wants to do with his life. I have seen this happen in my own family. We have a daughter who graduated last year from Saddleback, school was a constant struggle for her. For four straight years she went to classes from 8:15 - 3:00 p.m. five days a week plus from 3:30 to 6:00 p.m. to a tutor's home so we are really very proud she received her diploma but now she is babysitting because she did not have the opportunity to have anyone in school help her find a vocation. So what I am trying to say is lets help those kids find what they want to work at while they are still at home and not self-supporting. This way they don't feel trapped. They can really look into all sorts of job opportunities and pick what they really like. The way it is now they get out of high school into a couple of jobs they can't stand. They decide they hate to work so they end up by going on welfare or worse yet not giving a darn and just become lazy and shiftless. So lets start them out in the junior high school level. Guide them in the right direction and they will be good citizens and good adults to lead our country. P.S. Lots of misspelled words, but then I'm a dropout also.

*Referring to #11 - I would tend to agree on that statement only if the students will not be missing their regular classes. In the elementary schools such as Lincoln the kids should attend school on a full day session to allow enough time for their regular class course and career education. Other than that I would really like to see a program like this in the school system.

*Was not taught any career educational program when I was in school. Spent 6 years in military and coming out was extremely hard. Feel there is a definite need for this type of education in today's schools.

*Sounds like you're thinking smart and headed in the right direction!

*I cannot honestly answer 14 through 17. I am not in a position to. I work and am supporting my children, but due to the fact I had career opportunity when in school I am able to do it without help from the community and I think each child should realize it could happen to them.

*I believe that this program is a way out of school for noninterested pupils, and does not really help in establishing a career.

*I think it's a very good idea for students to have the opportunity to leave school part of the day to learn an employable skill. Most times when a student finishes high school or is in college and looking for work, he's not hired because he has no experience.

*This questionnaire is redundant - each following question pertains to the preceeding one and insults the intelligence of the more educated person.

#11 - This question is too generalized, it depends on the student's interest. This question allows the student to leave for half the day, plus career education in the classroom. What happened to general education?

#13 - Of course there is a difference - that is a ridiculous question! Career Education in this district would be a definite and promising step in the correct direction toward progression for this community.

*Each question's answer depends on the student. Career Education should be offered but not pushed. It should not discourage students who want to further their education.

*Naturally I would like my son to receive every opportunity there is to have a good job after the school years, but I also think it is very important for him to learn regular school studies.

*#8 - in the U.S.A. not just in the community. #9 only if they are really qualified. #10 only if I was trained for it and could stay on top of what's going on in the U.S.A. not just my small little county or state.

#12 throughout the U.S.A. #17 They should be taught by career men who worked their way up through the trades. The trained teacher with only theory on his side is no good in this job.

(Same survey form, different handwriting:)

I think this program could be very beneficial, but they better start giving the children a better basic education and quit experimenting with all the new methods that people dream up. Children that have been taught the basics and have been taught respect have a lot more going for them than the ones who have been put through every new concept of learning that comes along. It is about time the school officials quit pampering the children in the schools and start them off just as though they were starting work. There are rules and regulations in every walk of life and school should be included. The rules must be enforced or we will continue to have the chaos that is going on in the junior and senior high schools. Discipline must be started in the elementary grades especially when they see a child has not had it at home where it should have been taught. I would hope that this program would be a supplement to a good basic education not to replace it as has been the case too many times.

*I think Career Education program is good because it gives the student the chance to choose the career they really want. It also helps them to get experience in different job areas and this way they can choose the one they are most content in doing, instead of later on in life going from job to job trying to find what they really want.

*We know from experience with our daughter. She was in a quandry, not knowing what to do after graduation. Thanks to the teachers in Career Development, they saw her potential, helped her develop with training at school and on-the-job. She is happier for the knowledge she has gained, and now has a direction. She will continue that type of training in college and can help support herself while attending college. As for helping with Career Development at school, I don't think I have the qualifications. During my adult years I have been a wife and mother and not in the business world.

*I agree that students should be exposed to all jobs. Profesional and non-professional. I strongly disagree that there is a difference in students, that they should be trained for vocations instead of given the opportunity to go into a profession. I strongly feel that there would be a prejudice against some students and would be against a program like that. I believe in exposing children to all jobs available and trying to get them into a better position than they have been accustomed to. I think that if a child is failing or is going to drop out he should be trained to do some kind of work he would like and feel successful in.

*In order to accomplish development of sound work attitudes of question #3 the pro-Marxist attitudes of textbooks must be eliminated first. Regarding #14-17 my line of work has been maintenance and repair of naval combat aircraft, a career which requires an attitude toward preservation of the nation possessed by only a minority of the student population.

*I strongly believe the "Career Education Program" is a must in our schools. Most students nowadays have a hard time in adjusting themselves to work routines once their out of school. And certain employers have little patience, with untrained young men or women. A lot of students will never make it as doctors or lawyers, but this is no excuse why they shouldn't be given the opportunity to channel their future in some other field. I myself graduated with these setbacks - no particular education in any field and no work experience of any kind was offered me during my high school years. Only after sixteen years after I graduated was I given the opportunity to learn a trade (I'm a licensed stationary steam engineer for the UCI). Most of us nowadays only want an opportunity, not a handout. Thank you for the opportunity in expressing my feelings on these matters. (A concerned parent, Charles Rodriquez)

*Great program!

*I hope this really happens in this community. It's about time. I sure hope so. If I can be of any help let me know. (Mrs. Long, 835-7770)

*I'm for the Career Education Program. This will give the students an idea on what working is all about.

*I believe Career Education and on-the-job training would be excellent, only with the involvement and approval of the individual's parents.

Parents Page 7

*I think all kids should have the opportunity to work as youngsters, that way when they become adults, work will be a way of life to them and in that way probably some of the younger adults who are on welfare won't find welfare necessary. Having the ability and dignity of self-sufficiency (by means of a job) should make a better world for both young and old.

*Refer to #12: Current jobs available and jobs available when the student is ready for a job may differ. A forecast of what is needed in the labor market should be considered so that students could learn skills to avoid shortages of trained people and to sort of balance out the system.

*The overall idea of the program sounds very worthwhile. The emphasis on college has been very great, but so many students need this type program instead. As far as helping, if by word of mouth would be sufficient, fine. Otherwise, as a working mother it would be very difficult.